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ABSTRACT

This report presents the proceedings of the 1971 annual meeting of the Western Association of Graduate Schools. The first general session of the meeting presented speeches and a discussion of the legal aspects of graduate education. The second session speakers concentrated on the topic of the graduate teaching assistants with regard to training programs, preparation, and views. The third session dealt with the future directions that graduate schools will be taking, and the fourth and final session was a business meeting where new officers were elected and various resolutions made. (HS)

ED 059685

PROCEEDINGS

Western Association of
Graduate Schools
Thirteenth Annual Meeting
February 28- March 2, 1971
Newport Beach, California

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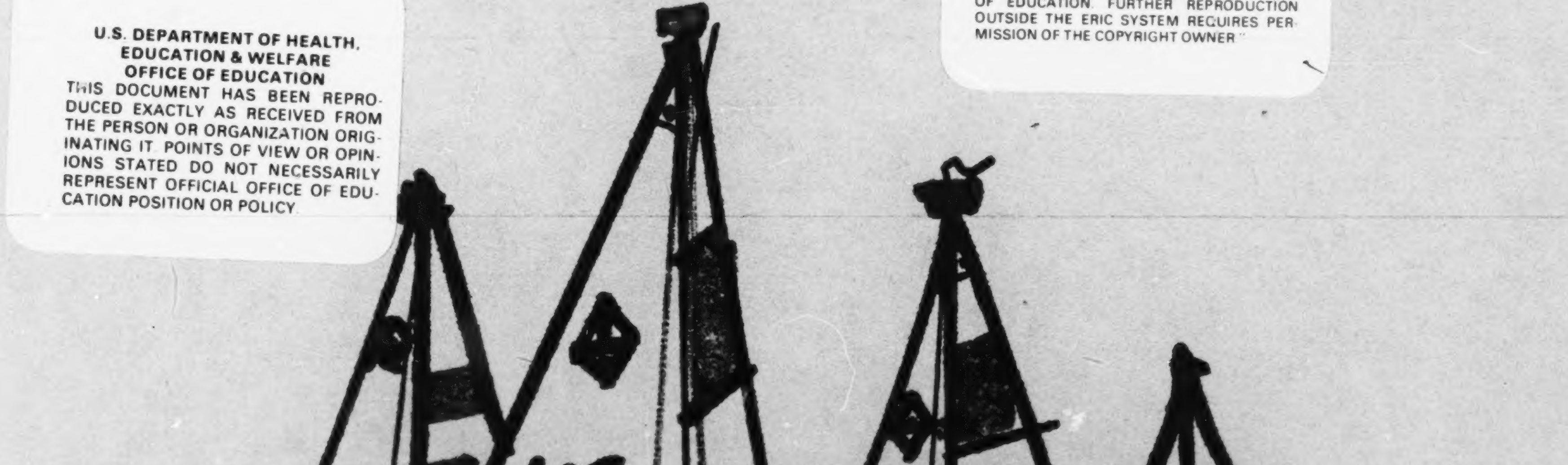

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WESTERN ASSOCIATION OF GRADUATE SCHOOLS

PROCEEDINGS

Thirteenth Annual Meeting

February 28-March 2, 1971

Newport Beach, California

Conference Theme

"THE CHALLENGE AHEAD IN GRADUATE EDUCATION

Albert E. Taylor, Editor

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1971

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Theme: LEGAL ASPECTS OF GRADUATE EDUCATION

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Colorado State University

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MEMBER INSTITUTIONS
of
WESTERN ASSOCIATION OF GRADUATE SCHOOLS

ALASKA

University of Alaska

ARIZONA

Arizona State University
Northern Arizona University
University of Arizona

CALIFORNIA

Azusa Pacific College
California State College, Dominguez Hills
California State College, Fullerton
California State College, Hayward
California State College, Long Beach
California State College, Los Angeles
California State Polytechnic College, Kellogg-Voorhis
California State Polytechnic College, San Luis Obispo
Chico State College
Claremont Graduate School
College of the Holy Names
Fresno State College
Humboldt State College
Immaculate Heart College
Loma Linda University
Loyola University of Los Angeles
Mount St. Mary's College
Occidental College
Sacramento State College
San Diego State College
San Fernando Valley State College
San Francisco College for Women
San Francisco State College
San Jose State College
Stanford University
United States International University

CALIFORNIA *(cont.)*

United States Naval Postgraduate School
University of California at Berkeley
University of California, San Francisco Medical Center
University of California, Davis
University of California, Irvine
University of California at Los Angeles
University of California at Riverside
University of California, San Diego
University of California at Santa Barbara
University of the Pacific
University of Redlands
University of San Francisco
University of Southern California

COLORADO

Adams State College
Colorado School of Mines
University of Northern Colorado
Colorado State University
University of Colorado
University of Denver
Western State College

HAWAII

University of Hawaii

IDAHO

Idaho State University
University of Idaho

MONTANA

Montana State University
University of Montana

NEVADA

University of Nevada, Reno
University of Nevada, Las Vegas

NEW MEXICO

New Mexico Institute of Mining & Technology
New Mexico State University
University of New Mexico
Western New Mexico University

OREGON

Oregon State University
Portland State University
University of Oregon
University of Portland

UTAH

Brigham Young University
University of Utah
Utah State University

WASHINGTON

Central Washington State College
Eastern Washington State College
Gonzaga University
Pacific Lutheran University
Seattle University
University of Puget Sound
University of Washington
Washington State University
Western Washington State College

WYOMING

University of Wyoming

CANADA

ALBERTA

University of Calgary

BRITISH COLUMBIA

University of British Columbia

WESTERN ASSOCIATION OF GRADUATE SCHOOLS

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GEORGE P. SPRINGER *University of New Mexico*	Past President
ALBERT E. TAYLOR *Idaho State University*	Secretary-Treasurer

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WENDELL H. BRAGONIER *Colorado State University*	Member-at-Large
HAROLD F. RYAN *Loyola University of Los Angeles*	Member-at-Large

OFFICERS for 1971 - 1972

WILLIAM J. BURKE *Arizona State University*	President
CHARLES G. MAYO *University of Southern California*	President-Elect
PHILIP M. RICE *Claremont Graduate School*	Past President
ALBERT E. TAYLOR *Idaho State University*	Secretary-Treasurer

Additional Members of the Executive Committee

ARTHUR R. REYNOLDS *University of Northern Colorado*	Member-at-Large
PHYLLIS W. WATTS *Fresno State College*	Member-at-Large

PAST PRESIDENTS OF THE ASSOCIATION

Year	*Dean*	*Institution*
1958-59	Stuart Hazlet	Washington State
1959-60	Herbert Rhodes	University of Arizona
1960-61	Luther Lee	Claremont Graduate School
1961-62	Robert H. Bruce	University of Wyoming
1962-63	Milton Kloetzel	University of Southern California
1963-64	James Brown	San Jose State
1964-65	Henry P. Hansen	Oregon State
1965-66	George C. Feliz	San Francisco State
1966-67	Thomas D. O'Brien	University of Nevada
1967-68	Wesley P. Lloyd	Brigham Young University
1968-69	Wytze Gorter	University of Hawaii
1969-70	George P. Springer	University of New Mexico
1970-71	Philip M. Rice	Claremont Graduate School
1971-72	William J. Burke	Arizona State University

DATES AND PLACES OF ASSOCIATION MEETINGS

(Preliminary planning meetings were held at Sante Fe, New Mexico, in 1957 and Denver, Colorado, in 1958.)

1st	March 29, 1959	Lake Arrowhead, California
2nd	February 29, 1960	Berkeley, California
3rd	February 27, 1961	Phoenix, Arizona
4th	March 5, 1962	San Diego, California
5th	February 25, 1963	Reno, Nevada
6th	February 24, 1964	Albuquerque, New Mexico
7th	March 2, 1965	San Francisco, California
8th	February 28, 1966	Tucson, Arizona
9th	March 6, 1967	Honolulu, Hawaii
10th	March 4, 1968	Denver, Colorado
11th	March 3, 1969	Las Vegas, Nevada
12th	March 2, 1970	Seattle, Washington
13th	March 1, 1971	Newport Beach, California
14th	1972	Tempe, Arizona *(planned)*

REGISTERED ATTENDEES

Thirteenth Annual Meeting
of
WESTERN ASSOCIATION OF GRADUATE SCHOOLS
Newport Beach, California
February 28—March 2, 1971

ADAMS, Charles L.	University of Nevada
BACA, Maria Carlota	University of Southern Calif.
BIGGS, Millard	San Diego State
BRAGONIER, Wendell H.	Colorado State University
BROWN, Giles T.	California State College, Fullerton
BROWN, James W.	San Jose State College
BRUCE, Robert H.	University of Wyoming
BURKE, William J.	Arizona State University
BURNS, Richard	Educational Testing Service
CASTLEBERRY, Donald M.	San Francisco State College
CHASE, John L.	U.S. Office of Education
CLARK, David T.	Portland State University
COMSTOCK, Dale R.	Central Washington State College
COWGILL, James T.	Seattle University
CROWE, Lawson	University of Colorado
DYER, I. A.	Washington State University
ELBERG, Sanford S.	University of Calif., Berkeley
EVERS, Nathanial H.	University of Denver
FONTAINE, Thomas D.	National Science Foundation
FOSTER, Larry	San Francisco State College
FRAME, Stan	Azusa Pacific College
FREY, Celeste	Immaculate Heart College, L.A.
GALLANAR, Joseph	Claremont Graduate School
GOERING, Kenneth J.	Montana State University
GRAHM, Edward H.	University of Idaho
GREGG, James E.	Chico State College
GRIFFIN, Sister Jean Elizabeth	College of the Holy Names
HANSEN, Henry P.	Oregon State University
HARRIS, J. Kenneth	Portland State College
HATCHETT, Stephen P.	National Institutes of Health, Maryland
HEISS, Ann	University of Calif., Berkeley
HEWITT, Robert	University of Calif., Riverside
HIGHTOWER, James	Calif. State Col. at Fullerton
HOUK, John	California State Colleges

JORDAN, A. Raymond	Colorado School of Mines
JUSTICE, Keith	University of Calif., Irvine
KELLY, William C.	National Research Council
KETCHAM, Carl H.	University of Arizona
KIRK, James	African-American Institute
KRUG, Mary Louise	Immaculate Heart College, L.A.
LANE, George B.	Dept. of HEW
LEMME, Maurice M.	San Diego State College
LEVIN, Lewis	National Science Foundation
LORIMER, Dale E.	Adams State College
LOTT, Dale F.	University of Calif., Davis
LOVE, Glen A.	University of Oregon
MAGOUN, H. W.	University of Calif., Los Angeles
MARR, Allen G.	University of Calif., Davis
MAURER, Robert L.	Cal. St. Poly. Col., Kellogg-Voorhis
MAYO, Charles G.	Univ. of Southern Calif., L.A.
McCARTHY, Joseph L.	University of Washington
McKAUGHAN, Howard P.	University of Hawaii
MELOM, Halvor G.	Cal. State Col. at Long Beach
MOE, Richard	Pacific Lutheran University
MONSON, Charles	University of Utah
MOSES, Lincoln E.	Stanford University
O'BRIEN, Thomas B.	University of Nevada
REYNOLDS, A. R.	Univ. of Northern Colorado
RHODES, Herbert D.	University of Arizona
RHUE, Thom	Stanford University
RICE, L. H.	Idaho State University
RICE, Philip M.	Claremont Graduate School
RIDDLE, Chauncey	Brigham Young University
RIPLEY, Helen	U.S. Office of Education
ROSS, J. Alan	Western Washington St. Col.
RUCKER, W. Ray	U.S. International Univ.
RYAN, Harold F., S.J.	Loyola Univ. of Los Angeles
SALAZAR, Sister Regina Clare	Mt. St. Mary's Col., Los Angeles
SCULLY, Thomas J.	Loyola University
SHAO, Otis H.	University of the Pacific
SPRINGER, George P.	University of New Mexico
STEPHENS, D. G.	University of British Columbia
STEWART, John M.	University of Montana
TAYLOR, Albert E.	Idaho State University
THOMPSON, Emmett C.	Sacramento State College
TRAME, Richard H.	Loyola University, Los Angeles

UMBACH, William E.	University of Redlands
WATTS, Phyllis W.	Fresno State College
WHITFIELD, Raymond P.	Eastern Washington State College
WILKENING, Marvin H.	New Mexico Inst. of Mining & Tech.
ZAUCHENBERGER, H.	Claremont Graduate School

OTHER ATTENDEES

ARLT, Gustave O.	Education Consultant
BUSH, John	Resident Legal Counsel, Colorado State University
DAU, Ralph	Attorney, O'Melveny & Myers
DILL, Peter	Teaching Associate, U. of Calif., Irvine
LUCKI, Emil	San Fernando Valley State Col.
TAYLOR, Harold	Former President, Sarah Lawrence Col.
WHITAKER, Virgil	Stanford University

Monday, March 1, 1971

OPENING OF THE THIRTEENTH ANNUAL MEETING

WELCOME

Philip M. Rice, President
Western Association of Graduate Schools

Welcome to the Thirteenth Annual Meeting of the Western Association of Graduate Schools. I want especially to express our appreciation to the representatives of the federal agencies who are our guests for these sessions. I think this makes a point in a way. They're here I hope because they're our friends. We've worked well with them in the past; we've appreciated their efforts, they've done a great deal for us and I hope we can do a great deal for them. We're very glad to have them here with us. Keith Justice with his colleagues Charles Brown and Hal Melom has put together a local schedule that is well arranged and has selected some entertainment that I trust will suit both your taste and your pleasure. We are indeed indebted to the University of California and the California State Colleges who are graciously serving as our hosts for this occasion of our Thirteenth Annual Meeting. Bill Burke has put together for your intellectual and professional interests a program that is not only challenging but one that may in some respects usher in a new era in our conception of the role of graduate education. We have perhaps grown accustomed in the past two years to look upon our future with pessimism and disquietude. The problems that confront graduate education today may seem insurmountable when placed against more than a decade of hopeful fulfillment. Yet the financial constraints of the present, the political antagonism that directs itself against higher education in general, the unrest of the world of academic, and the criticism that is often heaped upon us may be the very agents that are needed to bring about not only a re-evaluation, but a restructuring of graduate education. The task that lies ahead should neither discourage nor dismay us, but should instead bring all of our available talents to the forefront in a concerted and cooperative effort to recreate and advance a sound framework. But within their own universities graduate deans by whatever title they may be called have varying degrees of power and control. Much of their ability to direct the course of graduate education, however, has resulted less from the rather negligible constitutional authority invested in them than it has from their professional personal influence. Working often without budgets, faculties or departments of their own, seldom having even the barest essentials from which academic authority can be derived, the graduate dean has become quietly and without fanfare a master of the technique of judicious persuasion. He more than others has learned the hard way how to group and regroup, how to plan, how to control, how to intice, how to advance and how to retreat. In short he has become master of the chess board even though he may be without pawns or kings, without queens or bishops. Then I would place before you the premise that the graduate dean has garnered the essentials prerequisite to the conduct of higher education for as an individual without power he is not corrupted by it and knows better than his administrative colleagues how to use wisely that which they are given but he is not. Less subject than others to the vicissitudes that beset those of authority he has a clearer view of the ultimate goals, a more rational outlook, and a judiciousness and selflessness that neither faculty nor fellow administrators can manage. As a consequence, the body politics of graduate deans whether in a regional group such as this or a national one such as the Council are able to present in a responsible fashion a singleness of purpose and focused objective that the rest of academia is unable to do. We are at crossroads today and no one path should be followed. Rather than strike out in a new direction as leaders not only individually but as a compact body willing to conceive and to offer a new structuring, a radical reorganization is necessary of graduate education--thus pool our knowledge and our efforts to achieve a universal approach, exercising whatever joint authority is necessary to insure that each institution within our group does that which it is best suited to do at the same time assuring that each does not try to be all things to all men. To some might be allocated the task of experimenting with new approaches, new fields or new combinations in one area. To others a different avenue or mix might be assigned. We might elaborate on the resources we now have as well as project new ones to handle major problems in research and training taking care that we do not unnecessarily duplicate or inadvertently overproduce. Perhaps graduate schools would do well to increase the common pool or resources and seek new uses for highly educated and well trained individuals that emerge. Perhaps too we should attempt to discard completely that which is archaic rather than patch it continuously to satisfy self-preserving interests. We need both courage and a certain degree of unanimity, but above all we need to put our own knowledge and experience to the foreground in a collective leadership that carries graduate education along a road that we ourself established. Yesterday after shaving I took my ejector razor apart and I tried to put it together this morning and I didn't have that kind of talent. So I wound up trying to press the blade into my fingers and finally just using the blade. But in the process I discovered something new: I invented the beard. And it might be time we invented the beard.

Now I would like to call on Keith Justice to make an announcement and introduce someone to you this morning.

* * * * * *

ANNOUNCEMENT

Keith Justice
University of California, Irvine

The announcement that I had was that we're going to have a lot of dinner tickets on our hands if we don't get out and buy them. So we'll have banquet tickets on sale up until at least the break today and possibly even after that because we had to guarantee a certain number--we didn't want anybody to go without--so we estimated about what we thought we would buy and we have a lot left. The banquet tickets are $8.00; steak is on our menu. I don't know how the luncheon is going, but we have time to adjust that. I figure luncheon tomorrow is $4.75.

Also, I would like to introduce a gentleman to you. I'm sure he's going to give you a welcome to the Irvine campus and I would like to give you some brief directions on the mechanics of getting there. The chancellor, Dan Aldrich, as many of you may know, is on sabbatical leave and Roger Russell who is normally Vice Chancellor for Academic Affairs has taken over his duties. I would like to apologize to you for him. He would like very much to be involved in this meeting; he has been involved in graduate education in the past, but the duties of Chancellor these days doesn't permit anything as luxurious as a day and a half or so of meetings. Roger, would you come up here?

* * * * * *

COMMENTS

Roger Russell, Acting Chancellor
University of California, Irvine

On behalf of my colleagues at Fullerton, Long Beach and at Irvine I want to welcome you very warmly to this part of southern California. I was hesitant when Keith suggested that I might welcome you, not because I wouldn't enjoy the opportunity, but because I have a terrible reputation in welcoming meetings of this kind to southern California. It is unjustified, of course, as reputations of that sort usually are. But it all arose from a meeting that took place earlier in this very room two years ago. I had talked some of my friends at NIMH into having a small international conference here rather than San Francisco and about this time of year and the grounds of southern California are sunny and everyone would have a chance to get a sun tan, etc. But as those of you who live in California know, two years ago at this time was the heaviest rainfall in the recorded history of the state. And my reputation hasn't been very good since then. I am very pleased to be able to report to you and you have observed for yourself how unjustified this reputation really is.

I had heard about WAGS for a long time from Ralph Gerard and more recently from Keith and I am amazed not one of you has three heads. I hope very much that as a result of your putting your heads together, however, you're going to come up with some ways in which all of us can wisely go about in this important period of adjustment to the nature of which reference was made earlier this morning, the whole matter of how one should proceed with the development of graduate programs, particularly on a small and developing campus like the University of California at Irvine where it's a matter of very great concern. One reason I'm going back right now, as a matter of fact, is to try to get some arguments together to refute some of the suggestions that have come down temporarily from Charley Hitch's office as to how we should go about making some of these decisions. But decisions have to be made and your meetings, your deliberations, on matters of this kind are extremely important for all of us. I shall look forward very much to hearing of all the marvelous solutions you've got to these problems by the time your meetings are over.

Again, a welcome to this part of southern California. Visit us at any of our campuses if you can during this visit and come back and see us again. You'll always be welcome.

* * * * * *

FIRST GENERAL SESSION

Theme: *LEGAL ASPECTS OF GRADUATE EDUCATION*

Presiding: *Wendell H. Bragonier*
Colorado State University

INTRODUCTION

Wendell H. Bragonier
Colorado State University

I'm pleased to serve as the moderator of the panel this morning. This is an outgrowth of the work of the Executive Committee that met in Phoenix and on the campus of Arizona State University last September. We were keenly aware that new things are happening on our campuses and our campuses are finding that it is necessary to give more attention to some of the freedoms of graduate students and staff and that these have numerous implications for us so the idea of a panel to discuss the legal aspects of graduate education was born and I was asked to serve as moderator for this panel. In searching for individuals knowledgeable in the field of graduate education and law we found ourselves a little short because really no graduate dean gets to be such by the route of the law course at least not often and not very many lawyers have had the sort of contact with graduate schools that would enable them to hold forth at length on the legal aspects of graduate education. On our campus at Colorado State University we have a gentleman who is our legal counsel, legal counsel for the state board of agriculture and for our governing board and who has had a variety of contacts with education. We asked him if he would serve and he agreed to do so. He's a graduate of the University of Colorado. At CSU we don't hold that against him, however we do look at him askance on occasion when he starts tooting the horn for that august institution too loudly. John Bush on my right will be our first speaker; and then we will ask Ralph Dau, a representative of the firm of O'Melveny and Myers Law Offices in Los Angeles who has had some contacts with the Claremont Graduate School and UCLA. He will present aspects of graduate education and the legal problems that are associated with them as they deal with the academics. Then the final speaker on our panel will be Tom Scully who is the dean of students at Loyola University. Dean Scully, I understand, also has a legal background so this really gives us three lawyers up here to talk to graduate deans. Mr. Dau I believe had a little encounter with the local law that made his arrival interesting. If he wants to enlarge it a little bit we will let him do so. Before you on your tables are 3 x 5 cards and there is another supply at the back on the table. Will you please write down your questions as they come to you and if you need more cards we will get them to you. We asked you by letter to bring with you ideas you might have or to send them to us. The response was very gratifying. We do have letters from a number of you. These will be used as the basis for the discussion. We have asked our panelists to restrict their presentations as much as possible. I said fifteen or twenty minutes and they said can you imagine lawyers talking for only fifteen or twenty minutes? So they may have a little latitude here which I am sure they will accept and go ahead on it whether we give it to them or not. Then we will have time after the coffee break to answer questions. Please join in this and make it a free for all. This is one of the reputations this group has had. I have bragged you up to the panel and I have bragged the panel up to you; now have at it. John, will you tell us what you know about graduate education and the legal aspects of it as regarding the area of faculty relationships?

* * * * * *

CURRENT LEGAL DEVELOPMENTS WHICH AFFECT GRADUATE SCHOOLS

John E. Bush, Legal Counsel
Colorado State University

The principal issues of the past of concern to faculty centered around the issue of loyalty[1] and gave rise to cases involving loyalty oaths[2], requirements to list membership in organizations[3] and the spin-off from legislative investigations, i.e., fifth amendment and contempt cases.[4]

---

[1] Keyishian v. Board of Regents of University of State of New York, 385 U. S. 589 (1967) Court held unconstitutional as vague a statutory requirement of removal from office upon commission of "seditious" acts.

[2] See as an example of the plethora of oath cases Wieman v. Updegraff, 344 U.S. 183 (1952). Oath as to subversive organization disclaimer unconstitutional absent knowing support. However, oath to uphold constitution of United States and State and faithfully perform duties upheld in Ohlson v. Phillips, 304 F.Supp. 1152 (D.C. Colo. 1969); Aff'd 397 U.S. 317 (1970).

[3] Shelton v. Tucker 364 U.S. 479 (1960). Requirement of annual list of all organization to which a faculty member belonged was unconstitutional as having chilling effect on freedom of association. See also decision holding statute invalid which denied pay to teachers who were members of subversive organizations with knowledge of goals but no specific intent required to further aims. Thalberg v. Board of Trustees of the University of Illinois, 309 F. Supp. 630 (1969).

A substantial portion of the current court decisions relate to the exercise of first amendment rights or concern the applicability of due process to determinations of discipline or employment discontinuation or termination of non-tenured faculty. Although the cases to be discussed concern faculty, in the main they are equally applicable to graduate research and teaching assistants.

The first amendment cases involve questions relating to one's private life, political activities outside of the classroom such as civil rights and union activities, and in some cases, classroom activity. Since this is a new emerging area in the law, the entire picture is not yet clear. Some parameters have been established, but how and under what circumstances and to what extent is yet to be developed. The forerunner of the present offensive is Pickering.

The fabric of the underlying principle is:

> ". . ., the rule is crystal clear. The employment of a teacher in a public school cannot be terminated because he has exercised that freedom secured to him by the constitution of the United States." (Roth, infra [pg. 976]).
>
> "The courts have abandoned the concept that public employment and the opportunity therefore is a mere privilege and not a constitutionally protected right." (McConnell, infra [pg. 83]).
>
> "The Executive may have discretion in hiring or firing, but '[d]iscretionary power does not carry with it the right to its arbitrary exercise'." (McConnell, infra [pg. 814]).
>
> "These constitutional protections are unaffected by the presence or absence of tenure under state law." (Parducci, infra [pg. 355]).
>
> "Nor is it material whether employment is terminated during a given contract period, or not renewed for a subsequent period." (Roth, infra [pg. 976]).
>
> ". . . The right to teach, to inquire, to evaluate and to study is fundamental to a democratic society." (Parducci, infra [pg. 355]).

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[4] See as an example Sweezy v. State of New Hampshire, 354 U.S. 234 (1957). Contempt conviction for refusal to answer questions relative to contents of teaching reversed.

> "The right to academic freedom, however, like all other constitutional rights, is not absolute and must be balanced against the competing interests of society. This Court is keenly aware of the state's vital interest in protecting the impressionable minds of its young people from any form of extreme propagandism in the classroom." (Parducci, infra [pg. 355]).

A case which arose as the result of the application of a marriage license is a poignant example of the application of the above principles. The University of Minnesota offered a contract of employment to a librarian which was accepted by the applicant. The Board of Regents, however, refused to approve the contract based upon the fact that a month prior to the date the contract was under consideration, his application for a marriage license had been widely publicized. The Board of Regents thought that since the person whom he desired to marry was also a male, his personal conduct was not consistent with the best interests of the University. The court, however, held that denial of employment under the circumstances was constitutionally impermissible. McConnell v. Anderson, 316 Supp. 809 (D.C. Minn. 1970). The City of Baltimore was faced with a similar result when it denied the application for employment of a nudist. Bruns vs. Pomerleau, 319 F.Supp. 58 (D.C. Md. 1970).[5]

Related to these issues are matters of personal appearance. The Massachusetts U. S. District Court overturned the dismissal of a non-tenured teacher for violation of the school's unwritten policy that teachers should be clean-shaven. Lucia v. Duggan, 303 F.Supp. 112 (D.C. Mass. 1969). Another case came to a similar result when a teacher refused to shave off his goatee. Braxton vs. Board of Public Instruction of Duval County, Florida, 303 F.Supp. 958 (D.C. Fla. 1969).

The First Amendment right further extends to permit the freedom to criticize superiors unless such statements are made with malice or are false or reckless. Pickering v. Board of Education, 391 U.S. 563 (1968). The U.S. District Court, however, in Jones vs. Battles, 315 F.Supp. 601 (D.C. Conn. 1970) held that this freedom did not extend to calling a superior a liar. ("I would if Dr. Barry is simply a liar or if Dr. Barry is simply a bad liar.")

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[5] The court in Morrison v. State Board of Education, 461 Pac.2d 375 (Cal. 1969) held that a teacher's certificate could not be revoked based upon non-criminal homosexual relationship.

In this case the Court felt that the administration properly took a dim view of this type of attack, holding that professional conduct must never be lowered to the level of name-calling or abuse under the guise of protected free speech[6].

An area which appears to be crystal clear is that no action may be taken to dismiss, demote or deny renewal based upon efforts to organize a union or participate in union activities even though in the state collective bargaining is neither permitted nor required. McLaughlin v. Tilendis, 398 Fed.2d 287 (7th Cir. 1968). Pred v. Board of Public Instruction of Dade County, Fla. 415 F.2d 851 (5th Cir. 1969).[7]

The question of criticism and union activity merged in the case where the president of the teacher's association was critical of the administration bargaining tactics alleging that the Board was trying to "buy off" the teachers with small items. Roberts v. Lake Central School Corporation, 317 F.Supp. 63 (D.C. Ind. 1970). The right to participate in union activity does not, however, permit interference with performance of one's duties.

As to general political activity, it is assumed that College and Universities in this day and age would not seek to impose discipline and constraint based upon political activity which does not affect, in the legal sense, the performance of a faculty member's duties.[8]

Considering the courts' determinations in cases involving union activities the result, as previously stated, should be predictable when questions of general political activity are considered and should be without surprise when questions of personal outside activities are presented. The leading case representative of the more contemporary view relative to political activity is Johnson v. Branch, 364 F.2d 177 (4th Cir. 1966). In this case, dismissal for civil rights activities was reversed. Another similar case is Abel v. Gousha, 313 F.Supp. 1030 (D.C. Wisc. 1970) wherein the court agreed to consider the issue of dismissal based upon participation in demonstrations.

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[6] Another case where dismissal was upheld based upon criticism of superintendent is Watts v. Seward School Bd. 454 P.2d 732 (Alas. 1969).

[7] See also Orr v. Thorpe, 427 F.2d 1129 (5th Cir. 1970).

[8] Illustrative of the present attitude of the courts is Rackley vs. School District No. 5, Orange County, South Carolina, 254 F.Supp. 676 (D.C. Car. 1966). The Court ordered reinstatement when dismissal was based upon civil rights activity. This statement is made earlier decisions notwithstanding. An example of the earlier view is the decision which upheld a discharge based upon intention to run for political office. Jones vs. Board of Control. 131 So.2d 713 (Fla. 1961).

One example of a case involving outside personal activities is Trister v. University of Mississippi, 420 F.2d 499 (5th Cir. 1969). The court held the rule of the University to be invalid which prohibited part-time participation in a legal services program when other law faculty were permitted outside practice. Since this case involved the controversial OEO program, the case borders on the political activity type. Another example is Rainey v. Jackson State College (5th Cir. 1970), 39 L.W. 2391. In this case the court agreed to consider the issue of whether non-renewal was based upon the faculty member's expert testimony for the defense in an obscenity case.

The greatest strength of the First, however, is directed to protect and nurture academic freedom. The effect is to bestow upon the teacher a unique status of autonomy. Autonomy from what is considered by the academician to be the demeaning control of the public and the constraints of his own organization. Unfortunately, the recent cases which have been the vehicle to reaffirm the doctrine of academic freedom do not rise to the level of intellectual inquiry as that of the evolution case, but is dramatized in a more contemporary context—use of expletives. In one case the School Board took offense to a teacher's assignment (high school junior class) of a book entitled "Welcome to the Monkey House." The court held that the terms used and the theme of the story was not obscene under the Roth[9] or Ginsberg[10] (minors) tests nor of a more sophisticated or explicit theme than other books found in the school library.[11] Consequently, the court concluded that disciplinary action constituted an unwarranted intrusion of the First Amendment right to academic freedom. Parducci v. Rutland, 316 F.Supp. 352 (Ala. 1970). Likewise, the use in class of a popular four letter word was held to be an insufficient basis to support dismissal. Keefe vs. Geanakos, 418 F.2d 359 (1st Cir. 1969).

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[9] Roth v. United States, 354 U.S. 476 (1957).

[10] Ginsberg v. New York, 390 U.S. 629 (1968).

[11] The most offending term involved was a vulgar term for an incestuous son.

However, in some cases where the First Amendment rights clash with requirements of efficient and effective operation of school, the interests of the school have prevailed. One example is the case where a teacher refused to attend a seminar funded by federal funds based upon the disagreement of use of federal funds for school purposes. Brough vs. Board of Education of Millard Co. Sch. Dist., 463 P.2d 567 (Utah 1970). Discipline was also upheld when a teacher pursued grievances during teaching hours. Graves vs. Walton County Board of Education, 410 F.2d 1153 (1969). Dismissal of a language instructor was upheld in another decision when he used classroom for political discussions. Goldwasser vs. Brown, 417 F.2d 1169 (D.C. Cir. 1969).

The second prong of the current legal thrust is the issue of due process as it relates to non-renewal of contracts of non-tenured faculty. The traditional rule is that absent statutory provision or contractural rights, a person whose contract is not renewed for inefficiency, incompetency, or insubordination, has no constitutional right to hearing with attendant rights of confrontation and cross-examination. Freeman v. Gould Special Sch. Dist. of Lincoln County, Ark., 405 F.2d 1153 (8th Cir. 1969).

The current trend, however, expresses the view that non-renewal based upon exercise of First Amendment right constitutes a violation of the Civil Rights Act and is a constitutionally impermissible basis of non-renewal. 42 U.S.C.A. § 1983. Only one court has taken the position that failure to renew the contract of a non-tenured faculty member for alleged First activities fails to state claim under § 1983. Jones v. Hopper, 410 F.2d 1323 (10th Cir. 1969). This holding was followed by a lower court in the 10th Cir. Schultz v. Palmburg, 317 F. Supp. 659 (D.C. Wyo. 1970).

The courts, however, have responded in divergent manners to the request for notice of reasons of non-renewal and hearing relative to the bases. Some courts have sidestepped the claim for notice of reasons for non-renewal and hearing thereon, and in lieu of remanding to the college or school for hearing, have determined the factual question of whether the allegation of invalid non-renewal is substantiated. Illustrative of this approach is Kuarr v. Board of School Trustees of Griffith, Indiana, 317 F.Supp. 832 (D.C. Ind. 1970)[12] wherein the court determined that the plaintiff failed to establish a nexus between non-renewal and his union activities.

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[12] See also Robbins v. Board of Education of Argo Com. H.S. Dist., 313 F.Supp. 642 (D.C. Ill. 1970).

On the other hand, some have dealt with the due process issue and have held that notice is required when allegation is made that non-renewal is based upon exercise of First Amendment right. Sindermann v. Perry, 430 F.2d 939 (5th Cir. 1970). A third approach is that notice and hearing is required whether allegation of First right or without rational basis. Orr vs. Tinter, 318 F.Supp. 1041 (D.C. Ohio, 1970). One court has created a third category between contract or probationary and tenure which is "expectancy of contract." The court's determination of "expectancy of contract" was based upon the fact that a person's contract had been renewed eleven consecutive years and the school treated the non-renewal as a termination and as a determination requiring cause. In such case the court required notice and hearing. Ferguson v. Thomas, 430 F.2d 852 (5th Cir. 1970). It is clear that this court does not apply the principle of "expectancy of contract" to the traditional four to seven year probationary period. Thaw v. Board of Public Instruction of Dade Co., Fla., 432 F.2d 98 (5th Cir. 1970).

Some concern must be given to the type of hearing. The type of due process hearing specified by the cited decisions is one which requires written notice of the reasons, adequate notice of a hearing, a hearing to provide the teacher the opportunity to controvert. The burden is placed on the teacher to make a showing that a First Amendment right is involved or is basis of determination or that, in the case of a non-First Amendment case, basis is insubstantial. If such showing is made by the teacher, then the administrative authorities must substantiate their reasons. Roth v. Board of Trustees of State Colleges, 310 F.Supp. 972 (D.C. Wisc. 1970). The type of hearing specified in Ferguson is substantially similar to that set forth above and delineated in Roth. The same court (5th Cir.) however, in a case which concerned exercise of First Amendment right required an adversary hearing. Sindermann v. Perry 430 F.2d 939 (5th Cir. 1970).

In either event, the type of hearing specified is distinctive from the more usual tenure fact-finding committee which has developed under AAUP aegis. Very obviously more stringent hearing requirements may be applicable based upon controlling contract provisions or regulations.[13]

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[13] Claim for damages held appropriate when notice of non-renewal failed to comply with university regulations. Greene v. Howard University 412 F.2d 1128 (D.C. Cir. 1969).

A recent New York decision provided a blueprint distinctive from those previously discussed. The court held that written notice of reasons for non-renewal is required in all cases and that access to evaluation reports must be afforded. The court, however, refused to require a trial-type hearing, holding that the teacher's interests can be sufficiently protected by notice of reasons and resort to normal administrative processes. Drown v. Portsmouth School District 435 F.2d 1182 (1st Cir. 1970).

As stated in the beginning, none of the court decisions concern graduate assistants, but involve faculty. However, the cases relative to the exercise of First Amendment rights are equally applicable to graduate assistants. Further, it seems a reasonable assumption that graduate assistants will join in the quest for due process rights equal to those sought by non-tenured faculty.

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LEGAL PROBLEMS IN THE AREA OF ACADEMIC AFFAIRS

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My topic this morning concerns legal problems that you may encounter in the area of academic affairs. Fortunately for those of you in the educational community, the reported cases in this area are somewhat limited in number. This means that you have been fairly successful thus far in keeping these problems out of the courts. It also means, however, that the legal precedents that we can draw upon for guidance are similarly restricted, but I think they are sufficient to draw broad guidelines for us.

Academic disputes generally involve grades in some manner, and these disputes are usually found in the context of a student dismissal for failure to meet the academic standards of the institution. In the field of graduate education, as you are aware, the dismissal of a student for academic reasons can occur at several stages: prior to preliminary or qualifying examinations, at the qualifying examination level, at the dissertation stage or following the final oral in defense of the dissertation. You will note that I have referred to various stages in a doctoral program rather than a master's program. This is partially because I am less familiar with the latter, but it is primarily for convenience because, as a legal proposition, the point at which a dismissal may occur is of less significance than the standards that may be applied.

The courts, in determining the basis on which a student may complain of an academic dismissal, seem to have applied principles of contract law.[1] Most of the discussion on this point in the reported cases has proceeded without careful analysis, probably because the usual result—a finding that if there was a contract between the parties, it had not been breached by the university[2]—made that kind of analysis unnecessary.[3]

One of the significant cases in this area is Connelly v. University of Vermont & State Agricultural College.[4] An examination of this case will be helpful to us in demonstrating the kind of grievances that may find relief in the courts. In Connelly, a medical student was dismissed from the university on the ground that he had failed an examination. The student claimed, first, that his examination was of passing quality, and second, that his dismissal was arbitrary and in bad faith because the instructor decided prior to the examination that he would fail the student regardless of the quality of his work.[5] The court refused to hear the first claim, but held that the second stated a claim upon which relief could be granted.[6]

The court notes that two questions may be involved where a student has been dismissed for failure to attain a proper standard of scholarship.[7] One is whether the student was in fact delinquent in his studies. As a part of this question, whether the student should or should not have received a passing grade is generally not a matter for judicial review. The court tells us that:

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[1] See, e.g., Booker v. Grand Rapids Medical College, 156 Mich. 95, 120 N.W. 589 (1909); cf. Dehann v. Brandeis Univ., 150 F.Supp. 626 (D.Mass. 1957).

[2] Blatt v. University of So. Cal., 5 Cal. App. 3d 935, 85 Cal.Rptr. 601; (1970).

[3] See, e.g., University of Miami v. Militana, 184 So.2d 701 (Fla. Dist. Ct. App. 1966).

[4] 244 F.Wupp. 156 (D.Vt. 1965).

[5] Id. at 158.

[6] Id. at 161.

[7] Id. at 159.

> the reason for this rule is that in matters of scholarship, the school authorities are uniquely qualified by training and experience to judge the qualifications of a student, and efficiency of instruction depends in no small degree upon the school faculty's freedom from interference from other noneducational tribunals.[8]

The second question involved in an academic dismissal situation is whether the school authorities were motivated by malice or bad faith in dismissing the student or whether they acted arbitrarily or capriciously. If Mr. Connelly were able to prove, for example, that his pediatric-obstetrics instructor had determined in advance to assign a failing grade regardless of the quality of work, the court would be justified in affording appropriate relief. Thus although the court in the Connelly case refused to hear the student's claim that his work was of passing quality, it did set the case for hearing on the limited issue of whether the university had acted arbitrarily, capriciously, or in bad faith in dismissing the student.

In order for a court to upset a dismissal from a graduate program for academic reasons, the student will have to establish by a preponderance of the evidence[9] that there was no fair or substantial reason for the action taken by the faculty.[10] What constitutes a reasonable basis for dismissal will depend upon the peculiar circumstances of each case, but it is clear that a failure to maintain the required scholastic average in course work,[11] the inability to demonstrate sufficient knowledge of the field in qualifying examinations,[12] or the refusal to revise a rejected dissertation[13] would provide a reasonable basis for dismissal from a graduate program.

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[8] Id. at 160.

[9] Ibid.

[10] See McDonough v. Goodcell, 13 Cal.2d 741, 747, 91 P.2d 1035 (1939); Wagoner v. City of Arlington, 345 S.W.2d 759, 764 (Tex.Civ.App. 1961, writ ref'd n.r.e.); Douglas v. Miller, 55 Misc.2d 303, 285 N.Y.S.2d 174, 175 (Sup.Ct. 1967); Straub v. Department of Pub. Welfare, 31 Wash.2d 707, 198 P.2d 817, 826 (1948).

[11] See Wright v. Texas So. Univ., 392 F.2d 728 (5th Cir. 1968); Mustell v. Rose, 282 Ala. 385, 211 So.2d 489 (1968).

[12] Cf. Petition of Johnson, 365 Mich. 509, 114 N.W.2d 255 (1964).

In the area of graduate education it is generally easier to avoid the tag of arbitrary action than in the undergraduate area. The reason for this is that in most good graduate schools the opinion of one faculty member will not determine the fate of a particular student. For example, in the qualifying examination situation several professors are involved in the pass-fail decision. On written qualifying exams, you may have two professors writing and grading each of the different areas, and the pass-fail decision on the entire exam will be reached by all of the examiners together.

I am not saying that the courts will find a dismissal based upon a grade assigned by only one professor to be arbitrary. But if I were trying the case, even though the burden is on the student to affirmatively prove arbitrary action,[14] I would want to be able to demonstrate that in a matter of such importance to the student[15] several faculty members had determined collectively that the required standard of academic excellence had not been met and that dismissal from the graduate program was therefore warranted. This kind of a showing undoubtedly creates a better atmosphere for your case.

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[13] See Edde v. Columbia Univ., 8 Misc.2d 795, 168 N.Y.S. 2d 643 (Sup.Ct. 1957), aff'd, 6 App.Div.2d 780, 175 N.Y.S. 2d 556 (1958), appeal dism'd, 5 N.Y.2d 881, 182 N.Y.S.2d 829 (1959).

[14] Connelly v. University of Vt. & State Agricultural College, 244 F.Supp. 156 (D.Vt. 1965).

[15] "The precise nature of the private interest involved in this case is the right to remain at a public institution of higher learning in which the plaintiffs were students in good standing. It requires no argument to demonstrate that education is vital and, indeed, basic to civilized society. Without sufficient education the plaintiffs would not be able to earn an adequate livelihood, to enjoy life to the fullest, or to fulfill as completely as possible the duties and responsibilities of good citizens.
". . . Surely no one can question that the right to remain at the college in which the plaintiffs were students in good standing is an interest of extremely great value." Dixon v. Alabama State Bd. of Educ., 294 F.2d 150, 157 (5th Cir. 1961); accord, Connelly v. University of Vt. & State Agricultural College, 244 F.Supp. 156, 159 (D.Vt. 1965).

I mentioned previously that the courts in some cases have found that a contract existed between the student and the school. Some courts find an implied agreement under which the student obligates himself to obey the reasonable rules of the school and the school obligates itself to award a degree upon successful completion of studies.[16] Other courts have found that an express contract embodying the provisions of the college catalog is created when the school admits the student and accepts his tuition.[17]

Your catalog provisions are, therefore, quite important, and it would probably behoove all of you to review your catalogs to make certain they clearly provide what you want. For example, is a student in your school entitled as a matter of right to two oral qualifying exams if he should fail the first one? I suspect that most of you would answer that a second oral is discretionary with the guidance committee, but you might be surprised to find what your catalog has to say about that point. The University of Kentucky Graduate School catalog states:

> The qualifying examination shall be both written and oral. The special committee reports to the Dean the results of the examination. If the result is failure, the committee recommends the conditions to be met before another examination may be administered.[18]

The catalog of the University of Minnesota Graduate School, however, is more explicit:

> Students failing the preliminary oral examination (1) may, upon recommendation of the examining committee, be allowed to retake the preliminary oral examination, or (2) may be excluded from further candidacy for the degree . . .[19]

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[16] See, e.g., Booker v. Grand Rapids Medical College, 156 Mich. 95, 120 N.W. 589 (1909); Carr v. St. John's Univ., 17 App.Div.2d 632, 231 N.Y.S.2d 410, aff'd, 12 N.Y.2d 802, 187 N.E.2d 18, 235 N.Y.S.2d 834 (1962).

[17] See, e.g., Dehann v. Brandeis Univ., 150 F.Supp. 626 (D.Mass. 1957); Hitchcock Military Academy v. Myers, 76 Cal.App. 473, 245 Pac. 219 (1926); Anthony v. Syracuse Univ., 224 App.Div. 487, 231 N.Y.S. 435 (1928).

[18] 1969-1970 University of Kentucky Graduate School Catalog, at 24-25.

[19] 1969-1970 University of Minnesota Graduate School Catalog, at 24.

I suggest that these questions can arise, and it is better to consider them and state your policy clearly in your catalog before the matter comes up in the context of litigation.

What happens on the trial of a matter when the court concludes that a termination was arbitrary, e.g., because it was based upon an unfair examination? What if, e.g., the student was forced to write her examination paper in a room where a professor was giving a piano lesson at the same time. That claim was made in a case tried in Los Angeles last summer. The only case I have found that speaks to this point is the Connelly case.[20] There the court indicated that it would order the university to give the student a fair and impartial hearing on his dismissal.[21] I suggest that in a proper case it would not be surprising for the court to order a re-exam.

We will hear this morning from Dean Scully about misconduct dismissals. A very important case in this area is Dixon v. Alabama State Board of Education,[22] where the United States Court of Appeals for the Fifth Circuit held that in matters of disciplinary action a student attending a tax supported institution of higher learning is entitled to notice that he is charged with misconduct, including a statement of the charges alleged in justification of the anticipated action, the names of witnesses against him and an oral or written report on the facts to which each witness will testify.[23] In addition, he should be given the opportunity to present his defense, either orally or in writing, after which the findings of the disciplinary body should be presented in a report open to the student's inspection.[24]

The question then arises whether the due process requirements spelled out in Dixon and in a number of cases following in its wake apply to the purely academic decisions of a university. Although the Harvard Law Review has suggested that even grading procedures should be subject to limited judicial review[25]—a suggestion labeled "astonishing" by Professor Charles Alan Wright,[26] one of the great constitutional lawyers of our time—the courts have refused to review the actions of "colleges and universities . . . in the uniform application of their academic standards."[27]

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[20] Supra, note 14.

[21] Id. at 161.

[22] 294 F.2d 150 (5th Cir. 1961).

[23] Id. at 158-59.

[24] Ibid.

There are sound reasons why the good-faith academic decisions of a faculty should not be subject to judicial review. In determining the academic value of a particular student's work, the faculty member applies his special knowledge and education to form an opinion of the level of academic achievement. In applying the first amendment and the due process clause to the campus, the courts have determined that essential fairness requires some kind of hearing before a university may expel a student for misconduct. The purpose of this hearing is to find out what happened. Witnesses may appear and relate what they saw or heard, and the disciplinary body will then make factual findings. A finding of misconduct must be based upon facts, but the very nature of an academic decision is that it is necessarily based upon opinion. The hearing process is well suited to reaching a factual determination. But this process, either on the campus or in the courtroom, is not suitable for determining whether a professor's opinion or judgment is free of error. The courts permit opinion testimony only "to assist the trier of fact"[28] in reaching its findings of fact. The opinion testimony of Professor A concerning the grade assigned an examination by Professor B could not serve this function, because Professor A's opinion would not relate to facts but would be only his opinion of Professor B's judgment. This kind of exchange is not helpful in a court where the trier of fact will more than likely be unversed in the academic discipline involved. On the campus, disputes of this kind would be less than conducive to good faculty relationships.

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[25] Developments in the Law - Academic Freedom, 81 HARV.L.REV. 1045, 1139 (1968).

[26] Wright, The Constitution on the Campus, 22 VAND.L. REV. 1027, 1069 (1969).

[27] Wright v. Texas So. Univ., 392 F.2d 728, 729 (5th Cir. 1968). See also Dixon v. Alabama State Bd. of Educ., 294 F.2d 150 (5th Cir. 1961); Connelly v. University of Vt. & State Agricultural College, 244 F.Supp. 156 (D.Vt. 1965); Mustell v. Rose, 282 Ala. 358, 211 So.2d 489 (1968); University of Miami v. Militana, 184 So.2d 701 (Fla.Dist. Ct.App. 1966); Barnard v. Inhabitants of Shelburne, 216 Mass. 19, 102 N.E. 1095 (1913); Edde v. Columbia Univ., supra, note 13.

[28] See, e.g., CAL.EVID. CODE § 801.

Let me caution you on a point that became important in one case of which I am aware. You should instruct your faculty to avoid entertaining charges of misconduct in discussions where academic decisions are being made. At least one court has found that in that situation the charge of misconduct so influenced the committee that an impartial decision on the student's academic qualifications became impossible.[29]

In summary, arbitrary action in an academic situation which results in dismissal from the graduate program may entitle a student to relief in the courts. While the nature of this relief will depend upon the circumstances of the particular case, it is unlikely that the courts will begin grading your bluebooks. And finally, no court has yet held that a student is entitled to a hearing on his academic performance.

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LEGAL IMPLICATIONS OF DISCIPLINE

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Good Morning Ladies and Gentlemen. It is somewhat confusing to be treated to Del Webb's version of the Hall of Mirrors at Versailles. Either the room or my eyesight falls a little short of the original.

Although most deans of students would prefer otherwise, the popular image of the Dean is that of one who "keeps the lid on" and keeps persons and issues from interfering with the essential functions of the University. Discipline, in its primary campus meaning, generally refers to framing and enforcing a set of standards on students by segments of the campus and outside communities. Discipline in a more positive context, that is the sharing by individuals of a common ethic and the adoption of operating rules to realize a common objective, has a tough time being understood in this litigious age.

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[29] El Senoussi v. Claremont Graduate School & Univ. Center, Civil No. 914,062 (Cal. Super. Ct., Los Angeles, mem.op. Sept. 25, 1970), appeal filed.

My own interest in campus discipline dates back some ten years when I started at the University of California at Berkeley as an assistant dean of students. I was just out of law school and was particularly interested in the application of lawful process to the internal workings of the university. At that time, no one was particularly shocked or surprised to learn that a student in the university had fewer constitutional rights of free expression than did the inhabitants of a company town or soldiers in the Army. The general public undoubtedly believes the issues with which Mario Savio brought the University of California to its knees in 1964, consisting of Savio's desire to physically lay waste to the University by violent means and by the University's natural desire on the other, to repress that ambition. All Savio was trying to do in the early stages was simply secure the right of students to freely distribute literature and to speak on political subjects on campus. Both of these objectives today would be taken for granted by even the most repressive administrator, faculty member or trustee. In Savio's day, a short seven years ago, a student speaking on a partisan political subject or disseminating his political thoughts in printed form on a campus was held to violate the California constitution despite the fact that a continuing line of judicial decisions interpreting the U.S. Constitution had continually expanded the coverage of these basic substantive rights to all citizens.

For the preceding two years, I have been the campus advocate at UCLA, responsible for the operation of an on-campus legal and judicial system. All the ambivalent statuses in a modern university are combined when considering the status of the graduate student. The graduate student is often and at the same time an employee, a teaching faculty member, a non-academic employee, a student and perhaps a citizen--an applicant, and not infrequently, a supplicant. He is more at the mercy of the system than is an undergraduate because he has accepted many of the academic premises and has signified a certain level of commitment to the goals of the University. This commitment is ordinarily not shared by his undergraduate counterpart. Because of the graduate student's more vulnerable status and the multiplicity of roles he plays in institutional life, there is all the more reason that his rights and equities must be regarded with fairness and a high regard for orderly process.

The University's disciplinary problems are both conceptional and organizational. The University still resembles a monarchial model, hopefully an enlightened one, hopefully constitutional, but still hierarchial and monarchial. Its ceremony refers to the "investiture" of a president. Its organizational charts imply power and the ultimate authority to speak, as flowing from the president or chancellor. Although the institutional president is often most effective as a chairman adjusting competing institutional interests, the form and the trappings and symbolism suggests a strict authoritarian structure. There are several factors why the difference between appearance and reality complicate disciplinary problems.

I. The teaching/learning process is essentially hierarchial and non-democratic. A friend of mine is chairman of the academic senate at one university and also chairman of the mathematics department. He had a classic confrontation with a graduate student from another department about university policy. The student challenged the professor's right to possessing greater weight in resolving the issue on a vague "one-man one-vote" theory. In general the professor conceded political equality but finally in some exasperation stated, "yes, but when you get right down to it, I know more math than you do." The non-democratic premise of a university is frequently disguised to make the university look democratic.

II. Another problem complicating the university's disciplinary processes is the generational chasm which differs from previous gaps in that the young do not accept the automatic preferences routinely given to the mature society by the young. This leads to much nostalgic irritation and the plaintive cry, "why can't they be like we were--perfect (for perfect read accepting) in every way?"

III. Another new problem with which the university is faced is in relating its own governance pressures to the emergence of the "right versus privilege" distinction in constitutional law. A privilege is discretionary because it can be granted or withheld without legal consequences but merely on the grace of the donor. A right on the other hand is something to which one is entitled and which is legally enforceable in a court of law. Until recently nearly everything that a university did relating to students fell into the discretionary category. The rationale was that no student was entitled as of right to attendance in a university and once admitted was not entitled a right to continue. As we all well know, this theory is mainly interesting for its historical importance rather than its current reality. Professor William Van Alstyne of Duke University Law School, as well as a number of other scholars of constitutional law have commented on this emerging doctrine as it applies to colleges and universities.

As long as an activity is discretionary, the social interest in rule making is minimal, but when an activity becomes increasingly important it tends to escalate into a right. At this point all decisions respecting that right must conform to judicial standards of due process and fairness. Arbitrary and capricious conduct relating to a legally enforceable right will generally lead to being judicially overruled.

IV. Discipline in the university seems to work best if the system is basically non-punitive and emphasizes the university community conformity to a common ethic, and _if_ the student agrees with the right of the university to deal with him in a non-adversary way. Experience shows that the guidelines for a disciplinary system should include the following considerations:

a. Discipline in the university should be framed in terms of a well-defined narrow academic interest. Too many disciplinary systems are framed with one eye cocked toward the courts coupled with excessive worry about being sued. There are some basics which should be included. Adequate notice, a hearing where witnesses are presented, an opportunity to present a defense, a decision based on the merits, the right to have a counselor or advisor assist the respondent, and the right to have the proceedings reduced to a reviewable record constitute some minimum requirements for a fair disciplinary system. These requirements however do not need to be elaborately framed. Simple procedural and substantive rules often produce very fair results.

b. The university disciplinary system should not mirror the civil and criminal law. Rather it should reflect the internal interests of the academic institution.

c. Wherever possible, group pressure should be permitted to work in formulating rules and enforcing them. It is axiomatic that there should be a singular standard of conduct which applies to all members of the campus community. Unhappily, this does not characterize the present state of most disciplinary systems. There is a somewhat higher standard of conduct, personal and professional, required of students than is generally required of faculty or staff. Whatever historical justifications there may be for these differences based on *in loco parentis* principles has long since been outweighed by the patronizing inequities of a double standard. The singularity of conduct standards, applied equally to all members of the campus community does not imply that there should be but a single forum for adjudicating controversies. Plagiarism is no less an academic offense because committed by a teaching faculty member than by a graduate student, but the complexities of an employment relationship do involve different factors in evaluating the gravity of the offense and the imposition of an appropriate sanction.

There are many good policy reasons for providing several disciplinary committees set up to hear offenses involving faculty, students or staff. Each of these hearing bodies,

> however, should apply a singular standard of conduct for each offense regardless of who committed it.

The university's inability to effectively govern itself internally has recently resulted in a spate of anti-riot legislation. These statutes record the frustrations of the outside community and in many cases mandate financially punitive action for campus disruption. As long as all members of the university community conceive of themselves as being part of one whole and with one common set of objectives, we did not need elaborate or highly differentiated sets of rules. Effective internal self governance in the future requires the evolution of a community set of rules applying equally to students, faculty and staff.

Written statements of substantive and procedural rights for each segment of the university community and the adoption of procedural rules for adjudicating controversy that are marked by simplicity, protection against arbitrary conduct, and provide for a reasonable path for challenging institutional decisions should be adopted. The final test for any university disciplinary system can usually be answered with the question, is it fair? If the overall impression is one of fairness then the system not only will withstand judicial and community scrutiny but it will merit the approval and compliance of those who must live within its terms.

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DISCUSSION

BRAGONIER: At this time will you fill out the cards with the questions you would like to have these men answer. I am going to call on the last speaker to speak first and the first shall be last. Dean Scully, do you have some questions that you would like to try to answer?

SCULLY: One questioner here has correctly observed that in illustrating the university as nondemocratic I was supposed to be illustrating it as non-legalitarian. That is correct. I accept the correction of my sloppy phraseology. The question goes on to ask: "Do the courts assume that a university should not be non-legalitarian?" No indeed. It only requires that the basis for distinction between classes within the university, if you want to call it that, be rationally based and be nonarbitrary and not discriminatory within the class. The organizational structures do not have to assume any such legalitarian role and for one thing the courses certainly do not. It's hierarchical and tribunal, generally is organized differently, but speaks with authority to those below them so the organization of the university is fine. The only point is that any distinction that is drawn in a way in which an organization functions, particularly a public organization; classifications that are arrived at must be rationally and constitutionally based.

Our next question relates to universities being sued by undergraduates properly admitted who could not get the courses desired (and some of the courses were required) because the classes were full. In other words he's still in the university because he can't get the courses which are filled. Well I suppose a determination in that case will partly depend on what is the essence of the relationship between an admitted student in the university in terms of what the university is required to offer. It is a university guaranteeing that the student will be able to get into any class at any time presuming that he has the other requisite qualifications in any particular time period. I would suggest that would be an unreasonable position for the student to maintain judicially. I think the university might be under some burden to show that within a reasonable time the student would be able to get those required courses, the normal ones for his studies.

Question: Will failure to dismiss a student early in his graduate program for academic reasons raise the specter of court cases about the student's status in the university in terms of unfulfilled expectations?
Well, it might raise some questions as to capriciousness and certainly if the determination is made early on a student that he is not going to be able to pursue a graduate program with proper credit to himself and the institution , would prudence dictate that he be told earlier? Biting the bullet is not an exercise that most of us appreciate or enjoy, but where a student or students are now more conscious of their rights both in undergraduate and graduate education we should be more than a little careful when we have made a decision on a student's career to inform him of it early or in some extreme cases the university may wave its rights to complain later on. But you know we are getting into the area of legal judgments, and Mr. Dau's comments about a court's general unwillingness to overturn a judgment where all the other surrounding facts suggest fairness would still pertain.

DAU: Let me add something to that. If you come to the conclusion that a student is probably not going to be able to hack it in the program and have decided it's time to let him go, by all means have him in and talk to him and tell him that you think in all liklihood he's not going to be able to prove adequate to meet your standards. Tell him as soon as you reach that conclusion. That's fair. Tell him that if he stays on that it may very well be that when examination time rolls around he probably won't be among those that will be around next year.

SCULLY: There is a question on this card that I will hold off until the end while I collect my wits about how to answer it. I will share my laughter with you in a minute.

Question: What are the legal implications of the graduate school regulations that the teaching assistants may not obtain additional employment while under contract as a teaching assistant?
That's a toughie, but the way to approach it I suppose would be, does the institution frame similar provisions for teaching faculty members in terms of outside employment?

These are the questions you will want to ask yourself if you have such a provision. Is there a rational basis for determining that teaching assistants are not taking additional work or employment and is it non-discriminatory in its application? Does it apply to teaching assistants generally, or just to some? The courts generally are a little bit suspicious of agreements to limit one's employability. His right to compete or his right to take employment and a number of these provisions are permissible by statute and legally but you should carefully distinguish that what you are doing is for a strict academic purpose and not because you want to keep people in this category in line or you are regulating their out of class hours or their extra university pursuits. I suppose if all of these considerations are brought together some reasonable restriction might be possible and upheld. They are typical; I do know that.

Question: What difficulty may arise when a student passes all objective criteria for graduate school, but a department says he has professional limitations meaning he may be emotionally disturbed and not a good prospect for the profession of say psychology?
I don't necessarily see a correlation between emotional stability and the profession of psychology. Actually, here, I don't know if this is true of many schools, but I suppose it is common that practice of clinical psychology in a setting outside the university is regulated by statute as in California through a business and professions code and by the psychology examining committee of the board of medical examiners. There are, indeed, some judgmental criteria that go into the licensing of a professional. Certificated teachers in this state, attorneys, and others may encounter a subjective judgment. Whether someone is of good moral character for example, and there have been a number of cases bearing on these points. I think a more important question is what business is it of the department of psychology--assuming now that the practice of psychology is regulated by statute and an independent certificated committee as in California--what business is it of a particular academic department to enforce the state standard for the practice of a profession with its own internally developed standards? That might be challenged. Now if the statute gives this particular grant of authority to a particular academic department of if this department fits within the statutory scheme and I don't remember whether departments of psychology do or not, but assuming that they do not fit into the statutory scheme I think that it might be subject to challenge. But where there is a judgmental base available there usually is a set of criteria which is open to the public and the applicants at large as to how this will be applied. Bar examiners usually will not certify someone to the Supreme Court to practice law if

they have been convicted by a court of record of a crime involving moral terpitude. The question has arisen more than once whether a tax evasion disqualifies and if drunk driving is involved is that something that gets into the area of moral terpitude. Anyone who feels he may have run afoul of one or another of these provisions has reference to the examining agency to see how these standards are applied. As long as the application is consistent and is called for within the licensing schemes of the state and they are reasonable, they would probably be upheld.

Question: To what extent is it desirable to let the university faculty develop rather precise codes governing professional conduct? Should such codes if desirable be developed by the faculty? By the regents? By others such as the legislature?
Well, first of all, the kind of conduct code that works best is the kind that has never been tested. I have been writing, rewriting, codes for two years and master pieces are those that survive the whole academic year with nary a situation in which the code actually had to be put to use. The trouble when you mean precise codes you mean precise in terms of conduct as proscribed. Yes, of course they should be precise. They should be sufficient to put a person on notice as to conduct that is acceptable and conduct that is proscribed. But that is not an easy statement to apply. Of course, if you make them too precise, you run afoul of the problem that everything not specifically mentioned herein is excluded. We were talking about dress codes during the coffee break and you have some very expressive dress codes. You know the mind of man runs amuck when presented with a precise little code that he can bust by vision and by taking up an interesting variant. But I think all that is required in terms of precision is that the general concensus of a community is pretty well of one mind what you desire. I don't mean the general community, but I mean the internal community to whom you're directing your code. And they should be internally developed. The ones that are developed by regents or by legislatures are usually developed for some external purpose only peripherally involved with the internal needs of the institution. I don't mean this to be negative but the fact is their audience is not the same audience to which the code would be directed by those developing it and for self and position. Ordinarily I think that the attitude of legislators and regents would be that if adequate codes are internally developed they will let people alone. They will let them apply them if they will.

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BUSH: Questions that fell to my lot to discuss are these. Can catalog changes become effective before the next issue of the catalog appears?
The answer is yes if you have a disclaimer clause in your catalog. I would say that you would have to provide some device for disseminating such information, but certainly catalogs are long out of date before they are ever printed and if schools were held to the present catalog in place of the changes that are made almost weekly, or daily, in it, they would be in a tough situation.

Question: How extensive must such changes be publicized before the catalog appears if they are to be placed in effect? All I can say is enough, so that people know about it. But again I think that your disclaimer clause in the catalog may be just like the disclaimer clause in a garden catalog saying prices subject to change without notice. OK, rules and regulations subject to change without notice is a pretty good disclaimer to have in your catalog.

Question: Is there an implied contract to admit applicants who meet the minimum qualifications described in the catalog? I am going to ask that this be answered by either of the two other speakers, because I think there are some aspects of that they might like to discuss.

Question: How might a model system work which would handle academic grievances of graduate students?
I am going to ask the person that asked that question to tell us about his model system. You must have one.

LOVE, University of Oregon: I wrote the question, but we don't have one.

BUSH: You don't have one? Well, I think a model system might work quite well if it were one involving students.

LOVE: I mean the mechanics of it. How would one set one up?

BRAGONIER: Well, I have a graduate student advisory council that I would pop such a question to immediately and ask them to set up the guidelines and allow them to serve as a hearing group subject to review possibly by the graduate council itself. This would be the view I would approach it from. Ralph, could you step forth?

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DAU: Question: Is there an implied contract involved when a student pays tuition and then proceeds through a considerable portion of his graduate program before failing his qualifying exams? Does the faculty have an obligation to insure that the student should be so trained that he should be able to pass the examination? In short, is it the faculty's rather than the student's fault that the exam is not passed?

That claim has been made and I think the answer is, of course, no, it is not the faculty's fault. When you admit people you are not guaranteeing that they are going to have the mental capabilities to get through their program, but at the same time, the faculty should afford each of the students the same opportunity that is available to other students to prepare themselves and to get through the examination.

Question: Another question here is that if a published requirement has been waived by the graduate council in one case but refused to do so in another case, does the second student have a basis for litigation?

Let me correct a false impression that you may have and that is that students have to have a basis for litigation. That isn't always necessary and Dean Scully has already mentioned that all you need is a requisite filing brief. I think to answer that we would need to know more about the situation involved. Waiving requirements in one case that you apply in another does indicate some unfairness on its face without knowing what the underlying circumstances are. Perhaps the situation in one case is different from another and therefore would be considered if the matter did get to court.

Dean Scully asked me to enlarge a little bit on my comments on vague catalog provisions. Vague catalog provisions really limit the university in two ways. Whether they are vague or not you are limited in that you can't enforce a stricter standard than you publish in the catalog. But if you do publish a catalog that is not clear on a certain point the school seeks to interpret it one way and the student thinks it should be interpreted another way. If you should get into court with that kind of situation it's more than likely that the court will accept the student's interpretation simply because you're the one who has published the catalog with the vague provision in it and it is your fault that it isn't as clear as it should be.

I believe another question concerned whether there was an implied contract to admit any student who comes within your minimal published standards. I think that the answer to that is that certainly there is no implied contract to accept every student who will fulfill your minimal standards. But you may run afoul of the Civil Rights Act and in certain kinds of cases racial discrimination is involved if you admitted students who had a poorer record than the student whom you refused to admit, you might very well be faced with a Civil Rights Act claim.

Question: What about the institution's ability to discriminate on admission based on sex in view of the Civil Rights Act?

DAU: I think I will have to plead ignorance to some extent on that. There have been some cases coming up in that area. I recall one from my college days when a young lady wanted to attend Texas A & M. I never could understand why the men want to go there.

BUSH: My answer to that would be that their ability is limited. There are some cases emerging in this area. There was an Arizona State Law School case; does anybody know where that case is now?

BURKE, Arizona State University: As I understand it she was below the level of the entrance exams score and the court apparently made a determination that in spite of this that she was still qualified for admission. So it did get into the academic judgment area. And therefore if she was qualified and there was room for her even if she wasn't the standard sex she should be admitted. That was what the lower court ruled.

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BUSH: I think it was South Carolina that the court upheld the denial of females based upon the fact that the total university-college system was inadequate to take care of the female in all regards.

Question: What is the rationale of academic freedom in the classroom on subjects in which the professor is not trained? I don't think there's any rationale that supports it. A good example is a recent case involving an Air Force instructor who was hired to teach language and apparently used the classroom as a political forum and, of course, there was no trouble in upholding his dismissal. I think we will find ourselves in the position of having to try cases involving the slanting of material in the classroom and I personally won't be embarrassed in handling those kinds of cases and I hope you won't either. I don't know who asked me the loaded question about the Baker case which is a controversial faculty case we had going on our campus but one of my friends apparently did and I would prefer not to comment. I would only say this: I hope the question is answered by virtue of my comment in relation to the Air Force case.

Question: Is it perhaps important to continue litigation involving the First Amendment; for example, in the possibility that the Burger court may modify or even reverse more liberal interpretations by the Supreme Court such as

the apparent narrowing of the Maranda opinion?
I don't think so on fundamental concepts. I don't think you'll find any fundamental concepts established by the so-called Warren court are going to be changed by the Burger court, since we think we're presently in an era of refinement, but I don't think we're in an era of dramatic change and I think this is a typical cyclical status that we find ourselves in. Of course, I find very few of the recent cases that can't be lived with and I think we can devote our energies to more worthwhile things. That's my personal reflection for whatever it's worth.

Question: Is it proper for the university to define whether a teaching assistant is a staff member and subject to requirement of the loyalty oath?
I think it is. In Colorado we're bound to handle the loyalty oath by statute for all teaching assistants. And our loyalty oath has, incidentally, been upheld by the courts.

There were two questions which were presented by letters and these were presented several times so let me read you those before we get to some of the others.

Question: One is on the confidentiality of records. We feel we in our state are involved in this very heavily because of the public records law. Our public records law provides, and, of course, our situation in Colorado is reversed: the unhappiness is not the unavailability of school records to the public, but the availability to the students. This is causing consternation in Colorado. Letters of recommendation of high school counselors or letters of recommendation of faculty that are put in a file relative to graduate programs or employment are available for inspection by the students. In any event, the Colorado statute provides it and this is by law:
That all matters relative to psychological, sociological and scholastic achievements are not available to the general public and are only available to the student and his parent in case he is under 21. In the case of medical information the universities or colleges can require that a professionally trained person be available at the time the inspection is permitted in order to properly interpret the records. This is the scheme provided by Colorado statute. I think in the area of, shall we say common law, the general rule prevailing throughout the country as far as I can determine, the Colorado statute is reasonably expressive of that. For at least most courts have held that scholastic achievement data are not available to the general public, but they are available to the individual student.

Question: The other question that was asked several times I think related to Federal income tax status of various types of graduate assistants. Are there any grounds on which such

salaries can be tax exempt?
Wendell knows my position and I take a very pragmatic position and that is I don't think we have to answer all the questions. It's the graduate student's business about his income tax. But I know that's impractical because this is a recruiting tool as far as you're concerned, to be able to give some basic information relating to the taxability of their scholarship or fellowship. It's getting to be a rather detailed area and I don't think we have time to go into details. The statute is expressive of the general principle and that is an amount paid or allowed to or for the benefit of the recipient to aid him in the pursuit of his studies or research is exempt from taxation. That is, if he is a candidate for a degree. If he's not a candidate for a degree, then there's a limited exemption of $300 a month for 36 months. You get into a lot of fine questions as you well know. The test established by the tax system is concerning the primary purpose, because we all know that some of the work done is done for the benefit of the university and of course then we have the rationale that if it is required of all degree candidates then it does not impede the tax exemption. The area of contract and grant is the most troublesome area in your hiring of a Ph.D. to be involved in a specific research project. Then you are asking for tax exemption for his fellowship because he's performing, obviously, a service for the university in performing research work in connection with this contract or grant. I think IRS is conceding the position that if the criteria of the program in general, not as it relates to this specific case, is reasonably comparable to that which is required of all other Ph.D. candidates then exemption can be gained.

BRAGONIER: Let me suggest something in this connection. A number of years ago I prepared some sample form letters I used when I was department head. I found it quite useful for the student so he could take this form letter, just a brief statement of how much of the stipend he received was regarded as payment for services rendered and at what percentage or how much of it was paid for services the equivalent of which are required of all students meeting degree requirements. He would take this and adapt it to his situation and in consultation with his department head or his advisor and this would be signed and sent in with his income tax return. I know of no instance where this has given trouble. The students' records on that basis are kind of unassailable and I would think because you are going to the individual who has actually paid him to do the job, whatever it happens to be, and who would be in a better position than he to determine how much the student receives was for what. So if you put it down in that way I think you're out of trouble.

Question: What might your state legislature think about that?
I've had no kickback about that at all. Where you do have a requirement in the department for teaching, for example, and this should be clearly stated preferably in the catalog it exempts some of the income of the teaching assistantship. This is excludable because it would be the equivalent of services required of any student meeting the degree requirement. To the extent that you can clearly establish that I don't think what the state legislature has to say about it has anything to do with it.

MCCARTHY, University of Washington: What about the state constitution? Suppose the state constitution says that state money cannot be given away and a teaching assistant is paid for services rendered. By the rationale that you mentioned it would amount to the part that he is paid that does not constitute payment for service would be a gift. How do you do that?

BRAGONIER: Fortunately we don't have that kind of law. I'm not sure. Colorado isn't the model constitution on that I'm sorry to say. I don't think because it may be nontaxable or excluded from income means that the university in a constitutional sense is giving away state money. It is still receiving a quid pro quo in the university itself. I think to date it hasn't been contested. These are two points that come to my mind.

MCKAUGHAN, University of Hawaii: If we give the graduate assistant or research assistant money which is excludable from income tax why will we then call him a faculty member? Can research assistants and graduate assistants be excluded from the staff?

BUSH: In what sense?

MCKAUGHAN: In the sense that you were talking about in your speech.

BUSH: I don't think so.

MCKAUGHAN: If they're not paid as faculty members why would they be faculty members?

Answer: Again, I think you're talking about income tax treatment. I think you're mixing apples and oranges. You're still treating him as a faculty member in the true sense on a day to day basis. You're setting up the job requirements, he's under your direction and control and from that standpoint obviously he's an employee; in that relationship; I mean from a legal standpoint.

Question: Would that affect income taxes?

Answer: Talk to Congress. I'm sure they would be more than happy to eliminate the exclusion and increase the revenue, but the philosophy here obviously is: Is an assistant to assist in the training of qualified people? And as I understand it that's the philosophy behind the tax exemption. It's just a tax benefit and that's to encourage the training of qualified people in higher education both in research and for faculty members. So it is a tax benefit. Let's look at it that way. I don't think that confuses the other relationships.

BRAGONIER: I think that has the same thing to do with what Joe mentioned a moment ago. It seems to me that we're dealing here with the case not of whether you're giving the guy money where you are paying him for services rendered the equivalent of which are required of all students who complete degree requirements whether they're paid or not. You see, that introduces another aspect to it and that's the income tax aspect.

MCCARTHY: I don't want to prolong this, but the way I understand it it's very strict and we've looked into this in great detail. Our graduate student group has engaged lawyers and spent a long time about it last year and I guess their general conclusion is and I remember the lawyers felt that the decision that was given two or three years ago in Iowa in relation to teaching assistants and comments by the judge including research assistants indicates that at least in our environment that these are taxable income situations and that any arrangement by the university to declare that part of the monies paid are not for services rendered would not be appropriate at least in our situation.

BUSH: I think that's a viable alternative and I think that you should be alert that it can happen. It involves the student himself but it indirectly involves you and your ability to recruit. It affects how much you're going to have to pay him because if it does turn out to be taxable income then you will be paying more. I'm sure you recognize that. So I don't think it's in our interest to promote the taxability of their stipends. There are two comments that come to mind relative to the prior discussion which I would like to make if I may. One relates to the question of the right-privilege argument. There is a third view that is emerging from the recent court decisions and my personal judgment will be the overriding view in this arena and that is that the question of whether something is a right or a privilege is really an academic endeavor and serves no worthwhile purpose. The question is, what is the value of the interest in question and what are the proper protections which should attach to it and put it in its proper perspective. The more recent court decisions now are completely ignoring this right-privilege argument. They have in question of the First Amendment cases that I have cited and they are just looking at what is the limitation of government action. And, of course, this is what principally you are always talking about when the courts get into the picture is what are appropriate limitations of government action and which limitations and to what degree should they apply to a given situation. The other point is, unfortunately, I don't share Ralph's optimism that the courts are going to stay out of the academic arean. I think you ought to prepare yourself for the onslaught in the academic arena. Whether it will be a successful onslaught or not I think it remains to be seen. But I think we ought to prepare ourselves for this onslaught and be able to define the rational bases for the actions taken in the academic arena if these are judgments that are being made. I would hope that they would be made in the intellectual atmosphere of the academic world on rational bases, then certainly we ought to be able to articulate. A good example that occurred to me at CSU; I received a hasty call from the dean of one of the colleges and he wanted to deny admission to the graduate program on the basis of the student's previous writings and activities. Why do you want to deny on that basis? Of course, that gets right into the First Amendment arena immediately. Because his writings had established his complete incompatibility with his ability to operate in this professional arena. And I said, "How?" Of course he was a very active radical student on our campus and had obtained some degree of notoriety from his writings not only locally, but nationally. We're in the arena of pretty radical concepts. They were not able to articulate to the how what he had written was incompatible, completely incompatible, with the practice of that particular profession which they wanted to deny to him. So we went around and around for two or three months on this issue and finally we came up with some goals and endeavors, and what have you, on which they felt they could rationally deny his admission. I was very grateful that we didn't have to try that case, because I think we would have lost it. If you're going to stand on these and they're worthwhile standing on, then please give your attorney the ammunition upon which he can stand. If attorneys are going to look foolish they would just as soon do it on their own and not have someone else make them look foolish.

Question: What is the panel's view of the likelihood that completely open admission will be forced on publicly supported graduate schools?

BUSH: My personal view is that it will never occur; not from the courts. It may occur from the legislature, but I doubt it because of the expense aspect. In our state the view has been to cut back the graduate programs.

Question: What safeguards are necessary for the student who's being suspended from the university for reasons other than academic?

BUSH: I think that Tom pretty well covered those. We're certainly in the arena of due process and of course remember due process is a generic term and is all kinds of things under different circumstances. A hearing must be more than an informal administrative interview and I think Tom covered that pretty well. The hearing does not require that legal counsel be granted the student, but it must be an open and free hearing. Well I don't agree with the open statement. There are no courts yet that require an open hearing; open in the sense that it is public, and there are no decisions which have required legal counsel to be present except one where the university was represented by counsel. A case was upheld, and it was affirmed by the U. S. Supreme Court in which the dean of students refused to allow students to appear with counsel and as a result they refused to participate. The dean of students went ahead and imposed penalty in spite of their refusal to participate and that case was upheld.

Question: What are the legal limits of student rebellion or freedom of speech on the campus?

BUSH: I don't think we have time to discuss that issue. Freedom of speech or complaint cannot legally interfere with legitimate freedoms of the people. I will agree with that as a statement--it wasn't a question.

BRAGONIER: Joe McCarthy, did you have a question?

MCCARTHY: At some institution, of course not any one of ours, how would things be if there was essentially an institutional policy to try to increase the number of individuals in the graduate school who were in ethnic minority cultures and that the general policy was evolved that the standards for completion of the degree would not be changed of course, but the admissions might be thought of somewhat differently for people in minority situations; and that therefore the persons in that situation receive some degree of preference on the theory that perhaps their background culturally might somewhat handicap them; that therefore it is not unreasonable to admit such people and look toward their sort of catching up in the course of the program; it may take a little longer but nevertheless finishing it. To what extent do you think this infringes on the rights of persons who apply for admission and do have high credentials and high promise?

SCULLY: I think the problem that you are addressing yourself to suggest that the normal admission criteria are completely adequate in describing the person's performance and progress toward the degree. I think implicit in special admissions programs involving either undergraduate or graduate level at least suggests that traditional admission standards are only one "horn" of screening and qualifying of the abilities of one to proceed. So probably your question from my perspective is that you are assuming that there is a differential level. A person admitted under normal criteria, normal meaning usual, has no further standard or proof to make. A person admitted under unusual or altered criteria will be treated by special standards on the way through and will so-called 'catch up'. This is a differential standard. I would suggest that at least a rationale of the possibility is that these are just twins of the same phenomenon, meaning we cannot with certainty and definitiveness determine necessarily who will successfully complete a graduate program solely based on admission criteria. If we view it that way, I don't think we have a problem with the dichotomy.

MCCARTHY: That's not really what I'm asking you. What I'm asking you is if the base premise in proceeding in this manner is that it's desirable to increase the number of minority persons in our schools who can expect to leave with degrees, then the reason for this or what one has to recognize I think as inherently discriminatory is in a direction of a policy to increase the number of graduates. Now to what extent is this accountable in the long view? To what extent does this infringe on the rights of those who are already in the program?
A young man who is a black who applies for admission and is clearly marginal; in fact a really high risk fellow and yet we have a limited number of places and yet here comes the young lady who has just superb credentials and finally somebody says, the faculty admissions recommendations, is we should take the young black man because he will increase the proportion of minority people who are running through the graduate machinery. Now where does one stand with that young lady?

SCULLY: I am glad you mentioned that the young lady was the other applicant, because under the Civil Rights Act it speaks to the discrimination against her in admission too and she would, it seems to me, have at least an equal claim on admission for the same kinds of reasons.

MCCARTHY: Take two young men.

SCULLY: All right. Two young men. I think that theoretically there could be a claim for equal protection of the law. Theoretically there is a claim that could be made. I suppose there are several rationales to support the admission of the minority applicant. One of them would be that the white applicant with superb academic credentials has an unlimited or a fairly wide range of opportunity which may or may not include institution X. That his routes to qualification in a particular degree specialty are not limited to your institution. If you're describing a system that was pervasive throughout the United States so that in fact the white applicant had no entry in your institution or anywhere else you start to narrow down the dimensions of that problem and perhaps do create an unequal situation. I think that the way an institution has to approach this is by regarding its minority applicant in recruiting programs at the graduate level as additive to its normal programs. Not as subtractive or substitutional. And in that way I think the problem of the qualified white applicant would be minimized where it is substitutional or where it tends to cut down the access of the usual applicant and I think theoretically there is a problem.

BUSH: These are just reflections. If there are no sound academic bases in developing a program that's available for people who have less of the usual predictable ingredients for success than others is that an unsound endeavor for a university to embark upon. I won't make any statements. I'll ask questions. How is it any different then to determine the allocation of resources that you are doing all the time when you make a determination to build up the humanities college you have to cut somebody else back. You've only got so many dollars. When you add ten more students to agriculture then you've got to cut back ten from the business college, etc.; you make those kinds of determinations about allocations of resources all the time. And, thirdly, the U.S. Supreme Court yet has not determined the constitutionality of the recent rules and regulations and executive orders issued pursuant to the Civil Rights Act, but I am sure you are all aware of the requirements of the affirmative action plans which each of you, in particular public institutions and I'm sure all private institutions, I think there's only one private which is Bob Jones University that is exempt or at least the Civil Rights people think is the only institution that is exempt from promulgating an affirmative action plan which is again just not disengaging from a lack of affirmative act discrimination but is requiring affirmative steps to overcome the present status of our universities and colleges.

FRAME, Azusa College: What about the basis of creed, especially in relation to a small liberal arts college?

BUSH: How would you develop that? On what basis?

FRAME: Can you say that in the future the small college will have difficulty in justifying accepting some students and rejecting others on the basis of their beliefs? It's the private college I'm talking about.

DAU: The private colleges have not been, at least to this point in time, really required to provide the same kind of processing which is required of state universities. It may well be that in a few years some forms of study if they haven't already done so will change the situation. You get 34% of your income from the federal government and some state support so you're vested in the public interest; education is a public interest affair. You can no longer have the luxury of admitting only Episcopalians to your institution. There are already under various affirmative actions guidelines established by HEW and already in the area of faculty and administrative staffing of institutions you are no longer permitted to discriminate in hiring practices based on the religious affiliation of applicants if it has no direct relationship to the course being taught or the function being performed.

LOVE: Getting back to the question I asked you originally, imagine a situation in which a student failed to qualify on exams for the Ph.D. and then believed he had a legitimate complaint. If you allow that a university is hierarchical and that the faculty of the department is the authority within its field should or can there be a university appeal procedure then with authority beyond the faculty of that department and if so of whom should this committee be composed?

SCULLY: The hierarchy might be departmental and I don't think you could necessarily conclude that the hierarchy within the discipline runs in a line up to the trustees. That I think you can accept as a basic premise the best determiner of the confidence within the discipline is by the members of that discipline. With regard to appeal procedures from the decision of a committee once they have advised that someone has failed the qualifying examination; there's no absolute or even broadly held requirement that I know of that appeal processes be built into due process hearings either in a disciplinary sense or in what we are describing here as an academic decision. There is, however, a requirement whatever the decision that it be rationally based and that the criteria which go into arriving at that decision be made known and available to the applicant. I think that a department would have grave difficulties in escalating its decision on the continuance of a doctoral student in that discipline by running it out to a general university committee which may or may not have any significant representation from that discipline. I don't know how they would arrive at a result that would be more rationally based than internally. At least in my view the appeal process or the rehearing process or the review process could well occur departmentally. One of the protections as one of the other gentlemen mentioned against arbitrary conduct would be committee decisions on this basis. That is, that no single faculty member with whom the student may have had a collision will determine his fate and if this is a decision which is shared and other members of the department or committee participate in it.

BRAGONIER: The time has come, I believe, when we have need to close. I would like to summarize the panel's discussion with just a few observations. Each of us has a responsibility for sections of catalog and publications at our separate institutions. Might it not be worthwhile to examine these in the light of the suggestions made by the panel. In talking with John Bush his statement rings more clearly than anything I can say. We need to tighten up our language, not to throw it out, but tighten up our language, reexamine some of the things we've said and the way we've said them so that we're sure that we are making clear the points that we want to make and that we safeguard the rights of individuals and their right to seek redress for alleged grievances. This covers pretty well the ideas and I hope you find the remarks of these gentlemen helpful. I believe they will be available at least through the noon hour and I think some of them are going to be staying on so that you can have a chance to visit with them privately. I believe Dean Rice you had an announcement to make. So will you come up.

RICE, Claremont Graduate School: Wendell, since I didn't introduce you I would like to thank you for drawing this panel together. It was a very good job. I think it has been a very interesting session. I would also like to thank the members of the panel. Except for Sandy Elberg you know when a graduate dean leaves his office the secretary takes over and when he goes back everything is all cleared up; all the decisions have been made and things run very smoothly. At Berkeley Sandy has to be there for some reason. But you take a lawyer out of his office I'm not sure that things don't perhaps go worse, so we do appreciate your very valuable time and efforts in coming down here to be with us.

SECOND GENERAL SESSION

Theme: *THE GRADUATE TEACHING ASSISTANT*

Presiding: *Charles G. Mayo*
University of Southern California

ANNOUNCEMENT

Richard Burns
Educational Testing Service

I really simply wanted to say that I understand there were some questions yesterday afternoon regarding the GRE and possibilities of doing more things in relation to minority students and their admission and I wanted to let you know that we are involved in a number of activities both in research and a possible action program that we have under consideration. The board meets next week. About one-fourth of their agenda is devoted to this general topic and there are a number of research projects that are either under way or are at the proposal stage in regard to this. We are aware of the urgency and the importance of this general area and are making efforts to try and do what can be done and find out the kind of information that is necessary to do some things. I don't want to take a lot of time to go into all this, but if any of you are interested in pursuing the details of some of this I would be glad to talk to you individually about it.

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INTRODUCTION TO SESSION

Charles G. Mayo
University of Southern California

I am still a little nervous over some of the things I heard this morning. Particularly nervous since I think some of you know I'm one of the graduate deans who has a law suit pending against him. I am happy to report that I have been dropped as an individual in that suit. And they're just suing the University now for everything it has got. So let's turn to a more pleasant subject—the graduate teaching assistant. Bill Burke has worked very hard to help me put together a very fine panel of five people and I think we will turn to these presentations at this time.

Our first speaker is Dr. John Chase of the Division of University Programs of the Office of Education. He is the author of the widely circulated publication Graduate Teaching Assistants in American Universities published in 1970. John is going to talk to us in terms of an overview of the teaching assistant system.

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GRADUATE TEACHING ASSISTANTS IN AMERICAN UNIVERSITIES: AN OVERVIEW

Dr. John L. Chase, Chief
Research and Analysis Staff
Division of University Programs
U. S. Office of Education

Last October Dean Burke invited me to participate in this session of the WAGS meeting. At that time he wrote me: "Your recent monograph on Graduate Teaching Assistants in American Universities* has already stimulated considerable discussion and puts you in an excellent position to give us a good overview of this important facet of American higher education." This, then, is my attempt to present that overview of the subject.

My first point is that the expression "Graduate Teaching Assistant" is a generic term, not a specific one. That is, it covers a myriad of other positions, including readers, assistant instructors, tutors, laboratory assistants, and others. Even within individual institutions different titles are used to designate TA's in different schools, colleges and departments. One result of this confusing terminology is that no one is very sure how many Graduate TA's there are. To take a specific example, the Office of Education has published data (which I used in my report) on the number of "junior Instructional Staff," which is the term formerly used in O.E. surveys of "Faculty and Other Professional Staff." The instructions for this item on the questionnaire used to read: "Count assistant instructors, teaching fellows, teaching assistants, and laboratory assistants only if their functions include instruction of students." That definition, I think, automatically excluded the TA's not engaged in classroom instruction—theme graders in freshman English, for example, or test graders in mathematics, or a variety of others.

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*OE-58039, U.S.GPO, Washington, 1970.

More recently the questionnaire on faculty has been revised, and the item on Junior Instructional Staff is in two parts, one which asks for the number engaged in "resident instruction and departmental research," and a second which asks for the number engaged in organized research.

According to the O.E. figures there were some 26,519 Jr. Instructional Staff in 1953, and 65,000 in 1965. For reasons I have given, I think both these figures understate the true number by some unknown but not negligible amount. An O.E. report for 1969 shows about 95,000 Jr. Instructional Staff engaged in resident instruction and departmental research, and another 32,000 engaged in organized research—or a total of 127,000 TA's and/or RA's combined. [Note: The CGS Survey in Oct. 70, showed a total of 54,000 TA's + 25,000 RA's in 209 institutions. Total: 79,615.] But if you add in the 47,784 on fellowships and traineeships, then the total is 127,399—or substantially the same.

This 127,000 is 17 percent of the 756,865 graduate students enrolled in the fall of 1969, and is 37 percent of the full-time graduate enrollment in 1969 (of 340,960). Both percentage figures--17% of the totals, 37 percent of the full time enrollment--seem inherently reasonable, and are consistent with earlier figures.

Of course there are other, and possibly better ways of measuring the importance of the TA's function. One way is to show the percentage of total student credit hours earned in classes taught by TA's--or to show enrollments in classes taught by TA's. Here there are no accurate national figures, so generalization is difficult. But it appears that in many institutions with large graduate enrollments, it is not unusual for TA's to be carrying from 45 to 60 percent of the freshman-sophomore instructional load.

Not only are the TA's numerous, and not only do they perform important instructional duties but rumor has it that some of them, probably a growing number, are unhappy with certain aspects of their jobs. For example, they do not understand, and they resent as unjust a situation in which all TA's are paid similar wages, but in which the service requirements are grossly unequal as between different departments; or they find themselves at a disadvantage with students holding research assistantships or fellowships, when it comes to paying income taxes; or they appear to feel that they could do a better job of counseling with their students if they had reasonably private, decently-appointed offices, and many don't have such offices; or they feel that they would like help and advice from senior faculty in becoming better teachers, but the senior faculty appear uninterested in helping them.

Opinions differ as to whether these views of the TA's are justified or not; and no doubt conditions vary so much that these and other serious criticisms are justified in many cases. My own impression is--and I have no statistical evidence for it--that the TA's in the humanities and social sciences are less satisfied than those in the laboratory sciences. There are of course many reasons for this. TA's in the non-science fields frequently hold their TA assignments longer than those in the sciences, because there are fewer non-service appointments available; also, the nature of instruction in English, or philosophy, or economics, or history requires extended discussions between teacher and student outside of the classroom, whereas for the scientist, the laboratory is his office; finally, the non-science students are generally heading for teaching careers and know it. They take their teaching seriously and want help in becoming better teachers. The conditions are often different in the natural science fields and it is well-known that science students complete their degrees sooner than the non-scientists.

Most people who have studied the TA situation carefully, agree that there is a good deal of justice in many of the TA complaints. Others who doubt the justice of the complaints, have been impressed by the establishment of TA organizations affiliated with national labor unions, as at Berkeley and Wisconsin, and have concluded that it would be expedient to meet some of the criticisms, whether just or not.

There have been a number of careful institutional studies of the TA problem--at Berkeley, Cornell, Michigan State, and the University of Utah, to name a few--and at least two excellent studies of a general nature--the Koen-Ericksen study and the A.C.E. report on The Graduate Student as Teacher*. There is a large measure of agreement in all these studies. All of them agree that the present haphazard system of appointing students to teaching assistantships and of then leaving them to survive as best they can, should be replaced by a more carefully designed system in which the T.A. appointment becomes a real apprenticeship for college teaching. They agree that in making initial appointments and in succeeding appointments and promotions, teaching potential and effectiveness should carry considerable weight; they agree that students without prior teaching experience should be required at first to observe experienced teachers, and to assist in some of the simpler but essential non-instructional tasks; that they should then move gradually through teaching assignments of progressive difficulty and responsibility; and perhaps the most important point--that at every stage TA's should have the benefit of supervision and criticism by senior faculty. There are, of course, many additional details, spelling out the need for adequate office space, improved stipends, and reasonable service requirements. But these are the essential major features.

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*Stanford C. Ericksen and Frank Koen, An Analysis of the Specific Features which Characterize the More Successful Programs for the Recruitment and Training of College Teachers (Ann Arbor: Center for Research on Learning and Teaching, Un. of Michigan, 1967); and Vincent Nowlis, Kenneth E. Clark, and Mariam Rock The Graduate Student as Teacher (Washington, D.C.: American Council on Education, 1968).

In a 1965 committee report of the A.G.S. Dean Magoun, of U.C.L.A. wrote that "By and large, a major revision of both the form and the substance of the teaching assistantship will have to be undertaken before it can attain its potential and desirable position as a second major focus of emphasis in American graduate education.... The millenium might look to an equitable demonstration of achievement in both teaching and research activities, on the part of graduate students, as prerequisite for the award of the Ph.D."

And a year later Dean Elberg, of Berkeley in his address as President of A.G.S. listed a number of needed reforms in doctoral programs, including establishment of "the principle that training both as a pedogogue and as a professional researcher is an integral part of the Ph.D., by making periods of service as teaching assistant and research assistant mandatory for each student prior to candidacy."

It seems to me that in recent years there has been a slow but perceptible growth in agreement on these goals. However, as any experienced administrator knows, it is easier to secure agreement on goals than it is to get agreement on necessary next steps in reaching those goals. And one of the things that makes it difficult to take some first steps is the fact that the present TA System represents a finely-adjusted balance of competing forces which all the major participants have a vested interest in perpetuating.

Take, as an example, the faculty. Are they really interested in preparing doctoral candidates to become good teachers? Are they themselves competent judges of such matters? Or aren't they really more interested in obtaining additional hands and eyes and backs to perform some of the less attractive aspects of instruction or research? Any realistic proposal to reform the TA System must involve greater use of faculty time in supervision and counseling with the TA's. Are the faculty likely to accept this larger role for themselves?

Or take the deans of the undergraduate colleges, whose budgets so often determine the teaching load and the pay of

Teaching Assistants. A proposal to introduce some uniformity and equity into the treatment of TA's, as between different schools or different departments, will inevitably be costly to the college by eliminating some inequalities. Unless the dean's budget is increased, he will resist. He will also probably resist any effort to limit TA appointments to 1 or 2 or 3 years, because he would prefer to rely on experienced, dependable performers, no matter how much evidence there is that lengthy appointments produce few educational benefits to the TA's, and greatly delay their completing their degrees.

Or, finally, take the students themselves. The students have many complaints, as I suspect they have always had, and many of them are justified. Basically I believe they want three things: better pay, reduced service requirements, and greater acceptance by the faculty as professional colleagues. These are all changes which could be made within the existing system, without altering the basic structure. I believe that most TA's are pleased with their jobs, they want their jobs to continue, and they don't want those jobs changed in any major way. They too have a stake in preserving the present system, and will oppose any changes designed to make the TA system more efficient if it requires more work for them.

Despite these built-in rigidities which make reforms difficult, I know that some institutions have been working to introduce reforms and have been able to get at least some of them accepted. I know that Dean Magoun has succeeded in having some useful changes made at U.C.L.A.; I know that Dean McCarthy has succeeded in getting a revision at the University of Washington of the policy and procedures governing Graduate Student Service appointments. I am sure there are many other such efforts. And I assume that my other colleagues on the panel will be telling you about efforts to change and improve the system at their institutions.

I will conclude by noting three recent developments which do not directly affect the TA situation (or have not yet), but may have far-reaching indirect effect:

(1) How will the tightened labor-market situation affect the job prospects of TA's?

(2) How will the federal government's policy of expanding funds for academic research while cutting back on direct graduate student aid (via fellowships and traineeships) affect university efforts to establish better training programs for future college teachers?

(3) As more and more universities establish Doctor of Arts programs, will there be a tendency to direct to them, all students with an interest in teaching, and so to make the Ph.D. more narrowly research-oriented than it has ever been?

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INTRODUCING SPEAKER
Charles G. Mayo

Thank you John. Our second speaker, second panelist, is Dr. Ann Heiss. She is presently--at least her name tag says that--at the University of California, San Diego. Most of us know that she was until very recently affiliated with the Center for the Study of Higher Education at the University of California, Berkeley. She is the author of the widely publicized book Challenges to Graduate Schools published, I believe, by Jossey Bass this last year, 1970. Her topic is going to be The Teaching Assistant; Some Missing Components in His Preparation.

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THE TEACHING ASSISTANT SOME MISSING COMPONENTS IN HIS PREPARATION

Ann M. Heiss
Center for the Study of Higher Education
University of California, San Diego

In the hope that they might contribute to the exchange of ideas which a conference panel such as this suggests--and for the sake of the dialogue which I hope will occur later between the panel members and the audience--I would like to offer tentatively several propositions relative to that aspect of graduate study which we euphemistically refer to as the teaching assistantship. Basically, these propositions are derived from a wide variety of research sources and from some of my recent experiences. These include: data obtained in the questionnaire responses of 3,500 Ph.D. students--approximately 2,000 of whom held teaching assistantships in one of the twelve disciplines and ten graduate institutions selected for study in my research on graduate education; from an inventory of educational innovation and a manuscript on needed academic reform which I recently drafted as a member of the staff of the Carnegie Commission on Higher Education; from impressions and insights that emerged while participating in several national and regional working conferences sponsored by N.I.H., the Commission on College Physics and the Commission on College and University Teaching in the Biological Sciences; from the papers presented and discussion generated in a national conference entitled "Changing Patterns in Graduate Education" which was held in St. Louis in the late fall under the auspices of the Center for Research and Development in Higher Education and the Danforth Foundation; from the ideas and feeling tone expressed by Kent and Danforth Fellows during meetings with them on the

East and West Coasts; from participation in a week-end retreat with the graduate student officers and several graduate school administrators of the University of California Inter-Campus Council of Graduate Student Organizations; from four recent meetings with a study committee planning for the "All University of California Faculty Conference on Graduate and Professional Education" which will be held later this month on the Irvine campus; from a meeting last week in Houston with eight people whom the Carnegie Corporation brought together to survey their interest in preparing guidelines or developing models for the Doctor of Arts programs that are on the planning boards or currently in process in nearly one hundred institutions; from contact with graduate students in my seminar on higher education, a rather intensive review of the literature and from a wide range of correspondence from persons concerned about graduate education.

If these sources can be accepted as reliable and of sufficient scope--and if my insights and compass readings are accurate--my first proposition is:

1. The goals and interests of graduate students have changed more profoundly in the past few years than most faculty members are aware.

Although there are many students who accept the values, standards and life style of their professors without question, and many who still "play the game" a growing number of graduates demand legitimacy, accountability and change in their departments. Among the latter are many who express an interest in being as authentic and committed to their preparation for teaching as they are for their preparation for research. That is to say, they want to present themselves as competent in both of these areas of responsibility when they seek positions on some college or university faculty.

Essentially, a profile of the graduate student of today indicates that a growing number are concerned about the acquisition of knowledge but not knowledge for its own sake. As Theodore Rozak suggests, students today not only ask, "How shall we know?" but also the more existentially vital question, "How shall we live with what we know?" The rigid, specialized intellectual exercise of some Ph.D. programs does not approach this need for many students. As Trow noted in the responses of students in his sample, today's graduate seems to be more concerned about his own private development and what that development means to him personally than he is with what it means to some corporate entity. While a few seemed to have carried their privatism ethic so far as to retreat into a totally personal world, the majority seek "education for being a human being." In their search for a more communal, life-like existence than their departments offer--but which the university catalog promised--some students have literally "moved out" of the academic community. Charging that its environment is so boxlike that it inhibits visits to where the knowledge frontiers really are, and that it discourages the exploratory, reflective or meditative powers of the disciplined scholar in favor of quick and easy methods of "knowledge production," some students appear determined to liberate themselves from what Kenneth Boulding has called the "institutionalized timidity" of past generations of graduate students. "Nader's Raiders" and similar graduate and professional student groups such as those in law and medicine have demonstrated that their actual involvement in life's problems liberalizes their sensitivities and gives their values and beliefs an intensity far beyond what a simple study of life's problems can do.

It has been reported, and our data at the Center for Research and Development in Higher Education verify, that many students enter graduate school with meliorist concerns. Some want to participate in college teaching in order to transform the social order or remedy the ills of society. Some want to teach in second rate colleges in order to break the cycle in which the "bright lead the bright." Many in our sample expressed an interest in serving as agents of educational change or in providing their future students with education in which "the life of the mind will not be divorced from the life of the man or woman." In their efforts to break down the intellectual and cultural provincialism they found in their departments, some have broken with tradition and sought cross disciplinary associations and other outside interests. Trow and Hirschi go so far as to suggest that the academic profession may be selectively recruiting those most hostile to its current practices. I shall come back to this point later. Unlike previous generations, who often submerged or masked their interest in teaching lest it threaten their acceptance as serious scholars, today's graduate student is a more open risk-taker. Many have begun to test the limits of their autonomy by insisting that their graduate departments honor their teaching obligations by providing the same quality in their teaching as they do in their research programs, or in the academic models and attitudes. Evidence of this pressure may be noted in the rash of teaching evaluation forms that have recently been developed or are being reconstructed. Other evidence may be found in the greatly increased interests in the development of formalized teaching preparation programs. This leads to my second proposition:

2. As currently designed in many graduate departments, the concept of the teaching assistant is interpretated in such diverse and distorted ways--and used for such a wide variety of institutional, rather than student purposes--as to make untenable the claim that it provides a positive

developmental experience in college teaching. In some cases its utility as a method for preparing future college teachers is so questionable and its status in the academic community so abject that only surgery and its replacement by a rigorously viable teaching internship or practicum can restore integrity to the teaching preparation component in most of our Ph.D. programs.

In too many cases the assistantship represents the performance of isolated tasks, routine duties and assigned work that cannot, by the broadest interpretation of the terms, be defined as teaching or preparation for teaching. It seems clear from the nature of the tasks assigned to the students in our sample of approximately 2,000 T.A.'s that their role might much more appropriately be called that of teacher's assistant than teaching assistant. The opportunity to gain a composite view of what it means "to become" a college teacher, much less "to be" one, during their teaching assistantship, was unavailable for most of the students in our sample. This varied from department to department but was characteristic even in some disciplines in the humanities where teaching is the major career role of most Ph.D. recipients.

One third of the respondents in our Center's study reported that their teaching assistantship had been very helpful; another 25 per cent found it moderately helpful, 8 per cent described it as rarely helpful and 32 per cent said that they had no basis for judging its value. Among the latter were many who said that they had been given such non-teaching assignments while in this role that they had gained no overall sense of how the T.A. experience had advanced their teaching skills or contributed to their professional growth.

Approximately 75 per cent of our respondents reported that their T.A. experience had increased their interest in teaching whereas 15 per cent said it had had a negative effect. For the remaining 10 per cent the experience had apparently no effect since they reported that their interests had stayed unchanged. Some in our sample appeared to be globally satisfied with their teaching assistantships, others were globally dissatisfied. Judging by their comments, those who were satisfied were those who had been given sufficient amounts of guidance, encouragement, responsibility and independence and were completely absorbed with their classroom experiences. Conversely, those who were globally dissatisfied often listed the facts that they were left entirely on their own or were too closely directed; were given only routine tasks to perform; had no real contact with students; or were put in charge of sections or laboratory work that were not personally stimulating or challenging. Many in this group expressed grave doubts about their teaching interests or competency and some admitted that they had accepted the assistantship as a means to their financial end but had no real commitment to teaching as a career.

Approximately a third of the T.A.'s in our sample expressed a need for help in the form of more supervision or guidance and for more feedback on their classroom presentations. Apparently students who have an interest in teaching do not feel that their autonomy is jeopardized by faculty supervision. If the supervisor sees his function as collegial and is interested in seeing his students become professionally skilled in teaching, students welcome and seek his aid and evaluation. It was clear from the open ended responses of some of our students that facing a class of undergraduates can be a frightening experience for the uninitiated. Many voiced self-doubts and disappointment because they thought that they had failed to arouse the interest of the undergraduates in their charge or that they had responded inadequately to their students' expressed needs. Considering the fact that many of these T.A.'s were first year graduate students--and fresh out of undergraduate school themselves--these self-doubts are understandable.

My third proposition is that:

3. External conditions in society calling for educational innovation and change coupled with insistent demands from various publics for improvement in college and university instruction have now reached such broad dimensions and high momentum as to convince a sizable number of graduate faculty members that teaching is a worthy profession, involves highly complex behavior and demands the full range of intellectual thought, commitment, communication and physical action. Acknowledging this, many are ready to accept the idea that some form of preservice preparation for teaching should be available in the doctoral program for those who opt careers as college or university faculty members.These faculty members should be identified, supported and encouraged especially by graduate deans. According to Kent and Danforth Fellows the attitude and behavior of the faculty may be the single most important factor in the T.A.'s experience.

In our sample of 1,600 graduate faculty members there was evidence that many are ready to accept the concept of the Doctor of Arts degree. Thirty-five per cent approved that their departments should make a separate degree program available for those who held a primary interest in college teaching, 44 per cent opposed the creation of such a degree and an additional 20 per cent were uncertain as to its need. Fifty-nine per cent thought that the Ph.D. program should provide a carefully organized program in teaching preparation.

Other evidence of attitudinal changes favoring preparation or higher status for the teaching function are found in the Trow-Hirschi data on 61,000 faculty members who responded to their Carnegie Commission study. Three-fourths of their respondents felt that teaching effectiveness should be a major criterion in the appointment and promotion of faculty members.

The blessings of national organizations such as yours and the National Science Foundation, the National Academy of Arts and Sciences and the American Association of State Colleges and Universities are, I believe, helping to encourage these attitudinal shifts. A recent report of the Danforth Foundation states that more than 50 institutions had expressed interest in introducing its Teaching Internship proposals while Alden Dunham of the Carnegie Corporation of New York reports that 12 institutions had received planning grants to prepare a Doctor of Arts program and 60 additional institutions were in the process of considering the introduction of this degree option.

In addition to the interest surrounding the D.A. (and perhaps primed by competition from that degree), almost every major university is making some effort to improve the quality of the T.A. experience. Some have introduced the internship--or externship, as it is called at Brown University--others have begun to offer a more carefully coordinated, supervised and formalized teaching assistantship such as the interesting program at Utah which Dr. Monson will discuss. Some universities are attempting to make the symbolic perquisites of the T.A. and R.A. commensurate. Thus they are giving visibility to the teaching assistant by providing him office space, faculty library privileges, membership on academic committees, informal conference space for meetings with his undergraduate students and opportunities to participate in faculty meetings or planning groups.

Those teaching preparation programs which show promise of offering professionally developmental experiences include a basic orientation to the goals and philosophy of instruction appropriate for the students' discipline, knowledge of some basic teaching methods, materials and technology, efforts to inculcate an understanding of the character of the college student with whom they will work, an introduction to learning theories, experiences in making choices relative to the role of instructor, feedback on the quality of his choices or on his teaching style and the opportunity to work independently. Above all they offer creative models who enjoy and respect their role as a teacher and transfer this spirit to their graduate students.

It would be erroneous to give the impression that a majority of the faculty are ready to accept the idea that preparation for teaching is necessary. Nor do I want to leave the impression that new programs for teaching assistants or interns are in high gear. At the moment most of the discussion regarding the nature of the changes that are needed have moved from the debate to the planning stage but the bulk of that activity still revolves around means not ends.

Faculty reluctance to become actively involved in these programs appears to arise from the fear that their own teaching may not stand the test of close scrutiny. It has been observed that the teacher of 20 years faces his class with less security than the teacher of 2 years. This may explain, in part, the fact that many of the faculty members in my sample reported that they were willing to leave use of the new teaching technology and methods to their younger colleagues. If the younger faculty and graduate students are beginning to take on the problems of instructional reform it may be because their faculty have abdicated responsibility or leadership in that role. It is entirely possible that the graduate faculty assigns an inferior status to the teaching function because they themselves have been socialized to the life style of a researcher and are ill-equipped to supervise the preparation of students on matters in which they lack authority, i.e., the knowledge, technical skill and insight that the teaching function requires. This deficiency is pervasive among the faculty and is often overtly transferred by them to their graduate students. Lacking an understanding and appreciation of the complex nature of the teaching task, and the importance of a creative and humane learning environment, many members of the graduate faculty fail to show the educational strategies, coping mechanisms or psychological insight that an effective teaching model should provide the beginning teacher. Most graduate faculty have operated on the assumption that the process of becoming a researcher requires rigorous exposure to both theory and practice but the art and skill of teaching comes naturally or develops gratuitously when one is educated for research. Thus, the emphasis in most Ph.D. programs has been on preparing students how to discover knowledge and only incidently if at all on how to impart to others the nature of that knowledge or the excitement of discovering it for oneself. The insecurity of faculty members in their teaching roles may be seen in the reluctance they exhibit at the suggestion that they and their students might get feedback on their teaching skills by inviting a colleague to sit in on their lectures. Invariably they reject this suggestion as too sensitive. Yet, presumably, these same faculty members invite their students and colleagues to make a rigorous appraisal of their research efforts.

Although we have no system for monitoring college teaching or for making accurate assessments of when a faculty member teaches effectively, some fairly reliable basic guidelines are available. Evaluation forms are becoming more precise and sophisticated and practically every major university has a division of higher education which offers instruction in the nature, materials and teaching technologies that are appropriate in higher education.

Those who are seriously interested in improving the quality of the teaching preparation program have begun to use these sources and to advise their students to utilize them. As I mentioned earlier there is evidence in the Center and Carnegie data that some faculty members are prepared to let the next generation of faculty members bring about major reform in the structure of graduate education. Since over 50 per cent of the graduate student respondents in the Carnegie study who approved of radical activism said that they planned to enter college teaching we may see some definite changes ahead. Some are preparing the ground work for this role while still in graduate school. Witness the Brown University student-generated plan for the future of that institution and the "Graduate Student Revolution Kit" which represented the proposals of Ph.D. students in physics to the professors and was published by the Commission on College Physics of N.S.F.

My fourth proposition is:

4. One of the most serious shortcomings in the education of those who plan to become college or university teachers is our failure to give them an understanding of the unique nature of the institution in which they seek a career. In my judgment a university is one of man's most complex institutions, if not the most complex. If its functions are neglected or its rights, privileges and responsibilities are taken lightly that institution cannot long survive. Yet many faculty and most students have an impoverished view of what a university is. For many, it is coterminous with their department. In a conference on "Faculty Members and Campus Governance" which was held last week in Houston under the aegis of the Center for Research and Development in Higher Education, the Carnegie Commission on Higher Education and the Assembly on University Goals and Governance of the National Academy of Arts and Sciences speakers variously described the governance model of the university as a Guild, a collegium, a federation, a participatory democracy, a monarchial/democracy, a mono-istic/pluralistic society, a series of communal but layered estates, a collective bargaining agency and a modified quasi-public utility. If a university is all of these organizational forms we had better give each student some warning or guidelines as to where his role as a future member will be in it. If we do not, McConnell and Mortimer warn that the bulk of the faculty will continue to be

indifferent to university problems during quiet times and hyperactive during crisis. Under these conditions administrators will have to continue to "ad hoc" their way through campus problems.

Finally, I would like to suggest that it is easy to assign the current problems in graduate education to problems in the larger economic, social or political order. However if it is the function of the university to transcend society then that institution must be prepared to go beyond mere definitions of society's problems and assist in the resolution of these problems. Probably no group is more au courant with the external conditions that are steadily mounting which will inevitable induce modification and change in graduate programming than yours. The first wave of these changes have already swept through some of our major universities. Other changes calling for the development of interdisciplinary degrees, applied programs and external degrees are sure to follow. Writers such as Katz, Riesman, Drucker and Brzezenski advise us that the quantitative and qualitative measures of economic and social change that we are witnessing must be considered not as abstractions, nor as phenomena that soon may pass, but as expressions of the profound alterations in human experience. These alterations have already led to irreversible changes in values, beliefs and standards of behavior. Other observers suggest that even the most forward looking will be astounded at the magnitude of the transformation that societal changes will produce in or impose on higher education. Those who do not stand in their own light have begun to see the educational implication and challenge in these changes and have begun to design new degree programs, new interdisciplinary alignments, new governance patterns, and new humane educational experiences. Some observers believe that if graduate education fails to support leaders who address these new needs it may find itself in the words of one of Auden's poems, "Lecturing on navigation while the ship is going down." Institutions of higher education may not have time for some of the things it is called upon to do, but it must have time for setting its own course before others set it for them. Lest the sense of little time produce hedonism, serious observers believe that higher education must begin today to make excellence commonplace and to make all men aware of the human condition by bringing the whole of its learning to bear on its improvement. If, as has been said, "Great teachers effect eternity" we should get ourselves prepared for a more comfortable existence there by preparing the potentially great teachers who are currently enrolled in our graduate schools.

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INTRODUCING SPEAKER
Charles G. Mayo

Our third panelist this afternoon is Dr. Charles Monson, Associate Academic Vice President at the University of Utah. As Ann indicated Utah has done some experimenting in the area of teaching programs for teaching assistants and this will be his topic.

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UTAH'S NEW GRADUATE INNOVATIONS: PROGRAMS FOR TEACHING ASSISTANTS AT UTAH

Charles H. Monson, Jr.
University of Utah

Thank you very much, Dean Mayo. Ladies and gentlemen, it certainly is a great pleasure for me to be with you today in sunny southern California. It was snowing when I left Salt Lake City this morning so it's especially pleasant to be here today.

Also, I am pleased to be a member of this panel talking about a subject in which I have had considerable involvement for the past six years, a subject in which I am very much interested.

Since 1965 we at the University of Utah have given a good deal of attention to the problems involved in trying to improve the status and effectiveness of teaching assistants on our campus. We have done so in a great variety of ways because there are a great many factors that affect a teaching assistant's performance and his image of himself. We started first of all with a very simple matter, that of making a definition. We tried to find out what people who were being called teaching assistant at our university were in fact doing. We found some of them were driving trucks and some of them were repairing equipment; others were messengers, and still others were turning on television sets; some were grading papers while others were in teaching laboratories. From this multitude of activities we tried to distill a fairly precise definition, namely, that a teaching assistant (a) must be teaching students in some form of teaching-learning encounter, that may be full responsibility for a class or in a laboratory, recitation, quiz or discussion section, and (b) he must be responsible for making at least a portion of the student's grade. That definition excluded all students who only turned on television sets, all students who just read papers, all students who repaired equipment or anything else. We have tried to keep this fairly precise definition of what constitutes a teaching assistant ever since, and doing so has had many beneficial consequences. I commend it to you as a good way to begin your own work with teaching assistants.

We've worked very hard at the problem of salaries. We found that as a result of our survey of teaching assistant stipends that the attitude toward the stipend and what they are doing with it was one of the major causes of our teaching assistants' dissatisfaction. Over the past five years we have managed to raise those salaries by an average of around 60%. That hasn't all been an increase of money for it has come about as a result of tuition reductions, taking advantage of federal tax laws governing scholarships, bookstore discounts, etc. We have worked very diligently to try to get those salaries up to where they're at least somewhat decent.

We've worked at the problem of office space. We don't believe the teaching assistants deserve an office in the same way in which a full-time faculty member does, but we do believe that he deserves a certain degree of privacy, especially when he's counseling with students. We haven't been able to achieve this goal as much as we want to, but we're working very hard to try to give every teaching assistant a place where he can talk privately with his students and where he can do the work necessary to prepare for his classes. Actually, what we have done has taken very little effort, for frequently privacy has been achieved by installing some partitions in the large "bull pens" in which the teaching assistants are housed. Here is a case where a great deal of good can be done with only a small expenditure of money.

We've worked at the problem of representation. We discovered that one of the worst things about being a teaching assistant is that they have no effective way to make their complaints and wishes known. Frequently they were put into a class they know of only a day or two before the class began, and so they had to teach with very little preparation. However, if they began to complain very loudly the people to whom they were complaining were the very people who were supervising the T.A.'s own graduate work. So T.A.'s were put in an almost impossible position where if they are too much concerned about the bad way in which they are treated as teachers then those to whom they complained could penalize them as students. So, we have been working on ways to make sure that teaching assistants have effective ways of making their voices heard.

This has involved a number of actions. We have, first of all, a university-wide teaching assistant-faculty committee which listens to grievances and makes recommendations to improve the lot of the T.A. This committee is appointed by our faculty council, and it has been very effective during the five years it has been operating. We have teaching assistants on our university faculty council. We have teaching assistants on our college councils. About a year ago, we instituted departmental student advisory committees on tenure and retention, and teaching assistants and students now have an important input in making these judgments concerning the quality of the teaching done by a man who is being considered for tenure. Most importantly, almost all of our departments have established teaching assistant-faculty committees where teaching assistants go to make suggestions, to register complaints and, in general, try to work out those problems that prevent them being fully effective as T.A.'s. I must say that those committees have been eminently successful in trying to resolve a good many of the teaching assistant's problems.

Along with these matters of representation and financial support, office space and definitions, we also have been conducting a training program to try to help teaching assistants be more effective teachers. We have done it for three years now and we do it on a university-wide basis. What we have done is to invite all of our first-year teaching assistants (roughly 300) to a program conducted for about a week before school begins. In this program we try to give them a series of micro-teaching experiences, talks, discussion opportunities, television programs, etc. to help them understand something about what the teaching-learning encounter is like and the ways in which they can work effectively as teachers. Specifically, the kind of program we have had is as follows:

Our first day has been given over largely to talking about the relationship between teaching and learning and trying to point out that what a teacher teaches isn't always what a student learns. So, we make the point that a teacher must be concerned as much with what his students are learning as he is with what he is teaching. We also spend some time talking about the relationship of means to ends, and the importance of becoming clear about what purposes a teacher may have in his class. Is a teacher looking for behavioral changes? For stimulation? For creativity? For memorization? So the point is to be clear about what you want for your students and then adopt the means which are appropriate to that end. We work very hard to try to get our T.A.'s to understand that there is a relationship between means and ends.

During the second day we work in the micro-teaching units. For those of you who do not have them this is simply a classroom that is equipped with two television cameras--one that is looking at the audience and one that's over there looking at the speaker. We take our teaching assistants from a variety of disciplines and bring them together (no more than three from a single department) in small groups of about ten. We tell each of them that they are teaching a class composed of other T.A.'s from a variety of disciplines and that they have five minutes to teach those "students" something that they think is important. We then turn the two cameras on to record what they teach. We go through all ten, one by one, then take a break and come back and start looking at each performance in the replay of the television film. The T.A.'s then sit and talk with each other about what they have just seen, and frequently they discover very interesting things which they had never seen before.

One of the most interesting examples was of a mathematician who wrote out a beautiful proof, starting on the lefthand side of the blackboard, all the time looking and talking to the blackboard, and as he moved to the right he stood in front of what he had been writing, and he continued to do the same thing over and over again. That was the first time any one had ever pointed out to him that he was creating an impossible learning environment for his students. He was talking about the thing he was recording on the blackboard, but if the students couldn't keep up with where he was, they had to stop listening and try to copy what he wrote long after he moved out of the way. He was creating a conflict between the ear and the eye in his students. He also learned that he should move from the right to the left side of the board when he was recording sequential information. A very small matter, but a point that is very important if you pay some attention to the question of how students learn.

We spend a whole day with those micro-teaching experiences and in some ways it is a shattering experience. T.A.'s see themselves, usually for the first time, and talk about themselves with their peers. Yes, it is shattering, but I'm convinced it is one of the greatest pedagogical experiences our T.A.'s ever have. Incidentally, if we have a good man operating the camera which looks at the students he frequently can pick up a lackadaisical face, or a far away look in the eye or a nervous hand and suddenly a teacher begins to see his students as they really are.

The third day is given over to two general topics: first, departments will need some time for orienting their students; second, new teachers need to spend some time talking about testing procedures and techniques. We work cooperatively with departments trying to help these T.A.'s consider the unique problems they will be encountering.

The fourth day is given over to talking about counseling. We have developed a little film in which we have a teacher counseling a student and the problems that that student brings to the teacher become increasingly personal. They start out with questions like: "I can't read this book," and "I don't understand what your lectures are all about" to questions like "I'm worried because my girl friend is pregnant." How is a counselor supposed to handle those questions? Every so often we stop the film and ask the T.A.'s who are watching it to talk with each other about what they would say if they were in the position of that counselor. We spend about a half day on that because we think a good deal of the teaching that they do goes on in very informal ways. We also spend some time on what constitutes learning, and for those who are conducting discussion sessions we spend some time talking about what you do to make the sessions productive.

During the last day we go back to the micro-teaching units to try to help restore a little self-confidence before they enter the classroom. The second effort does that. Then we talk a bit about the role of the teaching assistant in the university and about the role of a faculty member in a modern university. We then turn our T.A.'s loose.

We believe that this part of the program is eminently successful, but the real key to its success is that there be an intensive follow-up by the departments. Some faculty member from each department must be interested in going to sit in the T.A.'s classroom and help him to understand something about the successes and failures of his teaching. This faculty member must be a person the teaching assistant can trust, and the visits must not be threatening situations. Some faculty member must bring the department T.A.'s back to the micro-teaching experience again, must work with them on their own tests, must help them to clarify their purposes and adopt appropriate means.

I'm sure you know that a very important kind of learning goes on in this year long process of teaching then thinking about what you are doing and talking with someone you can trust about what you think. Roughly a third of our departments now have this kind of ongoing program. Slowly we are enlarging the number of departments that have such programs.

I would like to end with two or three generalizations which I've drawn from my experiences with teaching assistants. The first one is that the teaching assistants have a very high degree of idealism and a very great desire to achieve as a teacher. I am not cynical at all about teaching assistants, for I think that teaching assistants are not merely in the classroom because they need a way to finance their own education. There's a great sense of personal satisfaction that most teaching assistants have in their own work. They want to teach well. They want to work at being better teachers. So, I think that part of the problem we have is that of organizing ourselves so we can support their desire to teach effectively.

Secondly, the micro-teaching experience is absolutely indispensable in any program to improve teaching effectiveness. I might add, it probably would do all of us a great deal of good to undergo the experience and to see ourselves as others see us.

Thirdly, I'm convinced that anybody can start up a program of this sort if they are willing to put in the time and energy it takes to make it go. A graduate school dean can do it--if he wants to. I can tell you that developing such a program takes a lot of work and a lot of administrative skill, and ultimately you are going to have to ask your departments to give some released time to at least one faculty member who can work with their teaching assistants as a confidant and mentor. I have no doubt you will find your teaching assistants very receptive--and very grateful--but you must be willing to give the time and effort necessary to make the program effective.

Finally, I would say to you that, in my opinion, organizing programs like this is what administration is all about. Our task, it seems to me, is to help other people do things that are important, try to help other people become more effective teachers and more effective learners. In an administrative job we frequently can get sidetracked into solving people's problems, resolving boundary disputes, and all sorts of other things. But it seems to me that the job is essentially trivial unless it is primarily concerned with trying to help other people do things that are really very important. And, helping teaching assistants to be effective teachers, I think, is something that is worthy of all of our efforts. Thank you.

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INTRODUCING SPEAKER
Charles G. Mayo

Our first student panelist is Miss Carlotta Baca, a teaching assistant in French at the University of Southern California, and I quite arbitrarily titled her presentation a teaching assistant's view of the system. Carlotta.

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A TEACHING ASSISTANT'S VIEW OF THE SYSTEM

Maria Carlota Baca
Teaching Assistant in French
University of Southern California

When our chairman, Dean Mayo, asked me to contribute to a panel discussion on TA problems and concerns, I readily accepted. Having been a Teaching Assistant for the past four and one-half years both in the state of New Mexico and here in Southern California, I felt somewhat qualified to give you a Teaching Assistant's views on the TA system as it now operates. Having also been involved in TA organizations and dealing most often with the members' particular grievances, I realized that some of my interests were really of too specific a nature to present before you in a limited time. I therefore decided to try and narrow down some more general and basic problems which seem to face most TA's no matter what might be their school or their field of specialization. Furthermore, it seemed unnecessary to speak about TA salaries because, in this era of inflation, budget cuts, and fast disappearing aid to graduate education, it's painfully obvious that TA's are not the only ones feeling the financial pinch.

If I had to choose one general malaise which seems to plague the TA system (from the TA's point of view), it would have to be the problem of the status of the Teaching Assistant in the university community. In other words, what exactly is a TA? What specifically are his duties? What, if any, are his rights? At what point can a TA justly assert that his contract obligations are being abused? It is indeed difficult to fashion a definition of the Assistantship which would fit all of the categories. Of categories, there is a goodly selection, depending on the field of the TA. Some assistants are little more than quiz graders and roll callers and have little or no contact with the student. Others direct lab sections, drills, or conduct discussions of the material received in lecture. Others still are actually teaching assistants in that they are given partial teaching duties. Finally there are those TA's who are fully responsible for the preparation, organization, teaching, consultations, and grading in a given course. In view of all of these variables, it is little wonder that TA's are uncertain of their status, and I can't help but suspect that many undergraduate students are just as perplexed.

In any case, one can say that TA's constitute a group whose duties range somewhere between "academic wheelbarrows" and college instructors. We TA's have long jokingly referred to ourselves as "cheap labor," but it is apparent that some of us are losing our sense of humor in this regard. While former generations of TA's have been by nature not very vocal, not particularly activist, there seems now to be a mild sub-movement among TA's towards more active involvement in matters relating to education in general and in matters relating to their own station as responsible junior colleagues of their faculty. Some might think it presumptious of TA's to want to be considered as junior colleagues or to want to have any participation in the formulation of department policies, decisions, or general matters. I would say, on the contrary, that if TA's exhibit a desire to get more involved in educational matters, it is ample evidence indeed that their departments have succeeded very well in instilling a feeling of responsibility which they would certainly expect of their regular faculty. I am not suggesting that TA's be considered as faculty. I am, however, suggesting that TA's be granted the professional consideration equivalent to the professional duties expected of them. If this were done, it would greatly enhance the TA's status, as viewed by himself, by his faculty, and perhaps more importantly, by his students.

While this matter of status or role seems to occupy many TA's nowadays, I'd like to mention very briefly two other points which seem to bother most TA's to whom I've spoken. One is the relative lack of TA preparation. While some institutions are very wisely initiating preparatory seminars and pedagogical training for new TA's, other schools are painfully indifferent to the need of preparing the TA even minimally for his teaching duties. Simply handing the novice TA a text and a roll book is no assurance that he will immediately absorb and exhibit pedagogical and methodological know-how. Such an unfortunate situation tends to make the poor freshman the forgotten man. Should he happen to enroll in this TA's course, he has to make a double adjustment, as both he and the TA are in an equally strange and new setting. Such a preparatory program would probably have to be, for the most part, on the departmental level, but it is a good thing to consider both for the sake of the TA and for the sake of the general level of freshman and even sophomore instruction.

The other point which I wish to mention is a rather vague one and it concerns something at a more administrative level. Some TA's have expressed a desire for an administrative statement of TA's rights and responsibilities. I know that some universities already have such a document, while others rely on a strictly verbal statement from a department chairman to his respective TA's. I believe that a general statement of guidelines concerning the rights and responsibilities of the TA on a university-wide basis could be a good tool in eliminating misconceptions on the role of the TA. Such a statement would contain, for example, those instances in which a TA might be relieved of his duties. It would contain guidelines on the professional conduct expected of a TA. It would include information relative to the academic excellence required of a TA. Finally, it might provide a means through which a TA could present his grievances in an acceptable and orderly manner.

In conclusion, let me say that while I've only brought up some negative aspects or lackings in the TA system, generally most TA's would agree that there are many positive sides to their present situation. Considering that so many TA's go on eventually to college teaching as a career, they have an excellent means of on-the-job training and early exposure, both of which are invaluable. Finally I would add that since the TA system seems destined to remain a part of undergraduate instruction, it would seem wise to devote more attention to it. It would seem important to investigate ways of improving the system, where it is lacking, and I daresay it might not hurt to invest it with a spirit of professionalism and even with a bit more prestige.

Thank you very much. I shall be most happy to answer any questions.

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INTRODUCING SPEAKER

Charles G. Mayo

We like to have to negotiate with someone so lovely, so charming and so intelligent. It's impossible to say no.

Our last panelist agreed to join us at the very last moment. He's a very brilliant man; he's a teaching associate (a little different title) in philosophy at the University of California, Irvine. What we're going to do is ask him to react to the presentations that we have just heard. His name is Mr. Peter Dill.

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RESPONSES TO THE PREVIOUS PRESENTATIONS

Peter Dill
Teaching Associate, Philosophy
University of California, Irvine

My title is different, my job remains the same. I get paid a little more for doing what I've done for the last four years so nothing changes. I think the first thing I would like to point out is that the definition that we have had of TAs is lacking in one respect. Mr. Monson's has been a working definition which is quite successful for the sort of program he wants; namely it deals with what the TA is in fact doing. And Mr. Chase suggested a definition that had to do with the educational goals; it is to increase the student's awareness of his own field, his understanding of it. I think one of the problems with discussing TAs is that we are not aware of the fact that there are two distinct definitions that work here. One is the sort of thing the TA is doing for the university. He is playing a role, fulfilling a function, doing work that faculty or someone else would have to be hired to do if he weren't there. That's one whole separate thing, and, of course, think of how you would hire a faculty member. You hire him assuming that he knows what he is doing. He comes in and you pay him for doing a certain job. That's the condition for hiring him. But a TA doesn't, of course, work quite that way. You bring someone in; you don't require prior knowledge; you don't require proof that he knows how to teach, or that he in fact has had any teaching experience of any sort at all. That is the first distinction. The second thing that we have had running here with the TA, I think, is how does being a TA benefit the TA as far as his educational goals go?--that is, for what he is going to become. Now this seems to me a separate question. Part of the idea, I think, of having a teaching program is geared to the second idea. Namely, that the TA coming in doesn't have any teaching experience, but that he can be taught, he can be helped to learn how to become a teacher; maybe not a great one but at least a reasonably competent one. Consequently, just as we teach graduate students how to be good researchers we also ought to try to teach them how to be good teachers. Now the only point I want to make here is that it seems to me that these two ways of looking at the TA can sometimes come into conflict. They are not always consistent. Budgetary matters, of course, concern very strongly the first definition--what function is he doing, how can you rearrange it, etc. The problem with this is (and this is just sort of an example of what the confusion can lead to) it seems to me that I have heard in fact certain arguments of the following sort:

> A TA ought to teach as part of his professional betterment; part of his preparation for being a college teacher. Thus, since he ought to teach, he ought to teach whether he gets paid or not.

Naturally this is a neat argument particularly for administrators and faculty, because it generates a great pool of unpaid labor. You get much more done without having to pay more people. It doesn't recognize the fact that the TA in teaching is performing a function in the university that would need to be performed by someone else if he weren't there. That I think is my first point.

This leads naturally into my second point which is the problem of the TA's role. TAs as it stands now in the structure of the university usually end up doing tasks which they will not do when they get out. Most TAs--and I'm talking about people who are not research assistants, not readers who grade papers alone--but I'm thinking of people who run lab sessions in the sciences or lead discussion sections in the humanities. Usually the format is a large lecture hall; the professor prepares the lecture, and discussion sections or lab sections are run by the TA. Now the question is, what is this experience preparing him for? About the only answer I can give you is that I suppose the stuff I've done at least in discussion sections (I'm in humanities) has helped me out very much, or will help me out when I give seminars, but what about lecturing? It turns out that I go cold into a lecture. Of course, I have sat in like everyone else has on lectures the whole time, but the first thing I think that you learn about teaching is it's not the sort of thing people can tell you how to do. Sure you can talk about it, but you learn by doing it. That seems to me the one crucial element that is missing here. Hence, if you're going to institute a teaching program which helps the student to prepare himself for what he's going to be doing in the future, you must to a certain extent change the structure of the course system as it stands now. This seems to me to be an institutional problem and one that the graduate deans at least should be very concerned with because if the pressure is going to come at all it will come from your level, not from graduate departments.

The reason for this latter comment leads me to the second problem with teaching programs in general, that is, ones that are helping TAs or helping graduate students to become better teachers. Let me preface this a bit: I am a very happy graduate student except for maybe what I am being paid in terms of money. I have a great rapport with my department; my department has a teaching program, a fairly sophisticated one, I think; we're concerned with it; there are all sorts of things we are doing. There have been attempts to modify the course structure enough so that TAs can get some experience in lecturing as well as discussion sections. So it seems to me my faculty is an exception, but in talking to my fellow TAs (not in my department but other TAs) the main resistance to a teaching program in the university aside from financial considerations in generating more faculty time to work with the TAs on something other than research is the faculty members themselves. Most of them you have to realize are much like yourselves. I would imagine that three-quarters of the faculty, particularly the senior faculty, never had any formal training in teaching whatsoever. They were simply thrown into it and learned as quickly as they could how to teach and they are still insecure about it and they remain insecure about it and there is no possible way in my experience for a faculty member to run a teaching program without himself coming under fire--that is his own teaching. There are very very few faculty members, older ones in particular, who are willing to go this route. I think it is the resistance of the faculty that has inhibited most teaching programs. I mean the problem can be looked at in a much larger context. I think we are all aware of what the criteria are for universities for hiring people. Research is primary. I am sure most of you spend a great deal of your time worrying about funds for faculty research. The problem is that there is no emphasis given to teaching experience and thus there is no effort on the faculty's part to help getting jobs for the people they are turning out to teach them how to teach. There may be a moral argument here, but there is no commitment in a financial way or in an institutional way to it. In terms of a practical program the most inhibiting feature, I think, is the lack of people willing to participate with the graduate students in a program that would be effective. I've seen this in my own faculty. There's faculty pressure for them to participate, and this has in fact happened, but there are, of course, holdouts. I understand this, I understand why it is that way, but I wish it weren't and I think the point that I am making here is that for you Dean Monson's program is ideal because it initially circumvents this problem. You institute the program; you run it from the graduate division; you don't rely on faculty to run it; you don't run into this resistance. Now there are all the problems of financing, but you at least bypass what I consider the major stumbling block to a teaching program. I think it's indicative of the sort of resistance you run into that only a third of the departments are participating in the University of Utah's program. I think if you had graduate students in a program like this they would generate their own insistence on the program at the department level and then there would be the pressure of the graduate division itself on the departments as well to institute a program. It seems to me if you were all to institute a program like this there would be some change towards taking teaching experience as being a requirement for getting a job some place as much as having had your dissertation done.

I am not so idealistic about this that I think graduate students accept TAships because we are dedicated teachers. I think generally speaking we accept them because we're looking for security and are trying to prepare for a future of a certain sort. But the point is where we do differ to a certain extent is that we are forced to teach; we are thrown in with the students and I think it is important for us that we be as well prepared and do as well as we can.

That is our concern. That is why we're interested. It's not that we're not interested in the money; it's just that you've given us a task and we're trying to perform it well without any guidance whatsoever. I think anything else I have to say can probably come out fairly well in the discussion section.

Thank you.

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DISCUSSION

MAYO: Would you please address the particular panelist or groups of panelists?

RICE, Claremont Graduate School: I have a question for Mr. Dill regarding his title even though he says it's still a teaching assistant title. We've just gone to a system, Mr. Dill, where we've gotten rid of all teaching assistants, research assistants and administrative assistants and made them all associates with the idea that they would actually be associated with a particular program or a particular research project, not be just an assistant. I don't really know whether this does anything. We don't really have a system of instructing these people in teaching. We do in research and we do in administration, but when it comes to teaching even though they are supposed to be associated with the program and learn by association instead of by assisting there's no kind of instruction, but do you see anything of value that we have in the program in relation to this?

DILL: If they teach an entire course all by themselves, if that's the case, then I think you ought to make them associates. They're doing the work of the faculty member all the way, of course whether that can change anything in the realm of their having teaching experience. I take it they're still not working with a faculty member closely.

RICE: In some departments they are. The idea of these things is not to create cheap labor where we could hire faculty to do the same job; it would be just as easy, maybe easier.

DILL: Right. As Ithink my response, I think the comment I might have that you're worried about. The proposal that I am worried about is rather in the opposite direction, not upgrading TAs so they actually become associates. I think that's certainly a step in the right direction because there's more money, etc. I don't know if we could convince the state legislature that that was going to work, but my worry is in the opposite direction; namely, say we're going to do away with the title TA and associate, etc., totally. And what we will do is require teaching of every graduate student and then give out awards or grants. And what this means is that first some graduate students could be working for nothing; and second, it seems to me at least in the declining money market that we have in the university today, it gives the legislature perfect right--maybe I'm sounding naive about this--but it seems to me that if one went to the legislature saying we want a bunch of gifts and grants that we're going to give to graduate students instead of having TAs, then you wouldn't get any money at all, or very little. That's my worry. I'm all for upgrading the position. It's a financial question; it doesn't seem like it covers the question of how it actually in fact helps the graduate student to become a better teacher. Not only that they're thrown in totally on their own. I mean they're responsible for the entire course which is even more difficult.

GERARD, Emeritus, Irvine: I think maybe I can give you a story you can all carry back. It will help the argument that has been before us most of the afternoon how to get experience teaching before you start teaching. It seems that in this church during the course of the service, the minister announced that the organist was ill and he said is there anyone in the audience who could pinch hit? After a moments hesitation a young man got up and said, "I would be pleased to." He went up to the organ and began to make motions; some perfectly dreadful sounds came out. He tried again, and the same thing happened. After the third time he said,"I just don't understand. I've watched the organist carefully every Sunday."

SPRINGER, University of New Mexico: I think both Dr. Heiss and Mr. Dill said that it is particularly the senior members of the faculty or of the department who resist participating in a training-internship kind of activity that might help toward an actual experience under supervision and also possibly the planning process for these courses that the TAs would teach. At the risk of stepping into a hornets nest no one on my campus or any other campus where this is being discussed really seriously think that the college of education has anything to do with this process. Do they or don't they? Question number one: Is the preparation for teaching at the primary or secondary levels substantially different from the preparation for teaching at the levels with which we are concerned? And if not, why not? And if yes, why don't we talk honestly about the possibility of using the expertise on which these people spend a lifetime and help to work a solution to the problem. Of course this does nothing about the finances which are recognized as very serious in trying to mount such an effort.

HEISS: I think at the heart of many of the problems we are facing today a great many faculty people have a picture of the school of education and maybe it is a deserved picture, I am not too sure in some places, of the old normal school type of training rather than education. I think that you would probably be surprised if you start circulating around a little bit to see what is going on in some schools of education, particularly if they have a division of higher education which is devoted to the preparation of college and university teachers, administrators or researchers. Since 1956 a center for research and development at Berkeley has been trying to find a research base on which a great many problems that we're talking about, at least the evolution of those problems might be predicated. This is also true of the center headed up by Earl McGrath at Columbia, the center at Michigan, the center now at Michigan State and a number of places around the country. The University of Colorado has a very good division of higher education. I think you would find as one of our Vice Chancellors on the Berkeley campus found with great surprise that people in the school of education have something to contribute. I am not too sure we can make the transfer from the type of internship, for example, that is required of elementary school teachers. Now I do think that the problem of the secondary level internships may have something to contribute. In a number of institutions like our Berkeley center there is a junior college internship program which appears to be very successful and there are a number of these around the country. My recommendation would be to try to sound out some of the people in your department of education if they have sound ideas. If they are familiar with what's going on in higher education, then by all means use them. There is a tremendous body of literature on some of these problems. I am afraid that most faculty members in departments outside of the school of education are not remotely aware of what is going on. So again I would thoroughly recommend that you try to make these contacts. There is a very excellent outline of a course--I believe that it is called professional seminar preparation for college teaching-that a professor at the University of Virginia has designed for his students in psychology. It is an attempt to get them professionally prepared for teaching or for other careers. I think this kind of a basic foundation is excellent. My personal feeling is that the Doctor of Arts program should not be centered in the school of education. I believe it should be administered by the graduate school or the graduate division and that it ought to be interdisciplinary but it should by all means bring in the people in education and add some expertise on college and university organization, or administration, or teaching on the basic background research. There is a very impressive body of literature.

CHASE: I would like to put in a plug for one of my favorite publications which I mentioned in my TA report and this is Teaching Tips: A Guidebook for the Beginning College Teacher with hints on college teaching by McKeachie. If the university did nothing else, if they would give every new TA a copy of this publication I think that would be a great contribution. It is a most useful and helpful little book.

MONSON: I would like to answer that question, too. Since we have had a little experience in trying to develop a program around those who come from the college of education we have found them in general to be very helpful in program design. Not so helpful in the implementation of the program. We found that in general those who are teaching in the discipline and who are interested in the teaching part of it are the ones we can rely on most for working with TAs in those disciplines. We found that out of some experience that those who are mainly concerned with actually teaching teachers who will go into elementary and secondary schools are not that capable at teaching teachers who are teaching in universities. I would also like to comment on another book (the McKeachie book, I think is very good); perhaps some of you know of the book called The Importance of Teaching put out by the Hazen Foundation. We give all of our teaching assistants a copy of that book which is about 80 pages or so, a very excellent book and one of the virtues of the book is that the Foundation will provide you with free copies of it.

LOVE, University of Oregon: I would like to report on what has been done at Oregon during the last five years. We had a departmental program which was I think fairly successful in helping new teachers of English composition. I thought I would mention a few things that proved helpful. First of all we used a system called an apprentice program in which those students who were selected for a teaching assistantship for the following fall who were already on hand the spring before would be paid to serve an apprenticeship in the class of what we called a senior teacher in the spring and would participate in much the manner of a cadet teacher or a graduate teacher or secondary teacher in the public schools. The senior teachers were usually fourth year graduate students who had distinguished themselves for good teaching and who were designated senior teachers and who could use this then as a kind of a leg up when they went out looking for a job, having this in their favor. This selection might also enhance their pay a little bit in this way. The second thing we did was to initiate a participation program for students who came in new in the fall. They would have their apprenticeship in the fall quarter. Of course the advantage of doing it in the spring quarter is that during the fall quarter when the enrollments are heaviest we can use the people immediately in their own classes who were helping out as an apprentice in the class with a senior teacher during the spring quarter. Now the second thing we do is offer a year long seminar in the teaching of college composition with both pragmatic and theoretical problems. This year long seminar for graduate credit is required of all people who are teaching composition. Both of these have worked out pretty well and I don't see why they can't be transferred to other academic areas.

BRUCE, University of Wyoming: I have organized a similar course at Wyoming and it works better if you organize it through the graduate school. I get various faculty members from different disciplines to come in and talk on some field and how to lecture and very simple things really. I reserved in the library books on the general problem of assessment of learning and they sign up in their own course. If they are in art they sign up for art, if they are in zoology they sign up for zoology. The second semester I have nothing to do with it at all and they work in their own department with some senior person. We found that worked very well. I think we had around 45 this last fall from 30 some disciplines. Now there is an advantage of organizing this through the graduate school. You see we have courses on college teaching in the college of education, but nobody takes them except people who are going to teach education in college. And this works by having it run through the graduate school, having the responsibility there rather than the College of Education.

MCCARTHY, University of Washington: I made reference earlier on the business of what we call graduate service appointments and the outcome of this was a memorandum signed by the president of the University of Washington distributed to all members of the graduate faculty which is about 1500 people and also some 70 or so graduate programs people. Well this is all very nice and it had in it lots of elements we have talked about including an appeal procedure which I think is an essential element for this kind of thing but the special remark I would like to make now has got to do with the problem of decentralization. The habits and customs are so widely different among graduate departments in philosophy and physiology and Spanish, etc. that it is hard to write down and specify in a general way any particular kind of all-university procedure and so what I would like to report is that we have then asked the faculty in each one of the graduate program units I would say together with the representative of what we call the graduate-special student senate to develop in a collaborative way three statements appropriate to that particular unit. One of these statements is called satisfactory progress and what we expect to have is a statement maybe half a page or a page long in typed form as to what that particular faculty deems to be appropriate progress. This is related to service appointments because in a more general way one considers the condition precedent to maintaining such an appointment is that the man goes through the program. How can you tell whether he is making progress unless you have some definition in advance so this is one kind of a statement. The second one is the departmental policy for criteria and procedures for appointment and/or reappointment of teaching assistants. To what extent are these individuals to be reappointed; to what extent are people already holding such appointments to be continued; is there a ceiling on how long and at what point do new people come in, that is as teaching assistants and sort of bump the older people, the more mature ones? These are really primary questions and our discussions led us to the conclusion that these had to be defined in advance in general terms at least on the basis of individual departments. The third one is what that faculty proposes to do in preparing teaching assistants for actually proceeding to do the teaching and we've asked that this be discussed in each faculty by the chairman and by certain senior faculty people and the graduate students, especially including the teaching assistants. And then what we've asked for to be written down is a page or two describing what that department is undertaking to do to prepare the teaching assistants for actual practical service. And I certainly think that what Dean Monson is talking about at Utah is great, but I think there's another problem and that is how do you get this business sold and actually done on a university-wide basis. And I just wanted to report these are three things we are wrestling with. I might say the outcome of these statements is that one copy is transmitted to the dean of the college and the other to the dean of the graduate school and we read them in our office and caucus with the college dean and if they sound reasonable we simply acknowledge the letter and if they don't sound reasonable then we have lunch or something.

CROWE, University of Colorado: There is one topic that is missing from this discussion and that is that there hasn't been any comment on what our expectations might be for the future in respect to the future of the graduate teaching assistants. And I think that we can assume that we're going to do business as usual. One topic that has not really been hit on here at all which I think ought to be noted is that despite the allegation that the student is chiefly a servant of the university and is doing the work for the benefit of the university. The truth of the matter is teaching assistantships represent economic incentives to students to study in given fields. And now we have a curious situation on our hands. We have been so remarkedly successful in this country in encouraging people to do graduate work. I don't think that we can have too many more-educated people, but we certainly do have a lot of them right now as some of them are finding out to their pain. And I am struck by the situation in my own university which I suspect may at least be comparable to situations in yours. That is a speech, and I'm not really going to expect a response, but I will keep it short. The situation in mind is this. I noticed that the modern language department in particular was grievously injured and very unhappy with the budgetary restraints which had caused us to notify them that we were reducing the number of appointments for next year by one third simply because there's no other place in the budget where we can cut out any money, so you know who got it in the neck first. They said, "well, you know we just can't do without these graduate students because they teach all of our undergraduate language courses. And so that caused me to look and see what the regular faculty was doing. And do you know in modern languages we have nothing but a graduate faculty. I am glad I discovered there are a few sophomore and junior level courses taught by regular faculty. Course work that the faculty is doing is graduate level. You see the reason for that is they have so many graduate students for teaching all these undergraduate language courses and they don't have time, the faculty, to teach the undergraduate language courses because there are so many graduate students. Now this is a very curious paradox, namely that you are teaching these students, preparing them to become in these fields historical literary scholars. Unfortunately there are very few jobs for these people. However, there are jobs for language instructors only we're not teaching them to do that. In the meantime we are supporting them, however, by having them teach languages. And we are having a confrontation at my university this week when I get home over this issue, but I think it is worth reflecting on as to just what it is we expect we will be doing with graduate student appointments in the next several years. We should not neglect to notice that indeed when you offer a student a teaching appointment you are offering him money as an incentive for doing a number of things, among which he is also preparing himself for some kind of career. You ought to think about what kind of career we are preparing him for.

DILL: The report that we got at the very beginning was that only 37% of the full-time graduate students are TAs. So that means that a great number of those in sciences in particular are on fellowships or other sorts of awards. The problem you outlined surely exists. I think it reflects a higher problem; that is a larger one. Namely, if you got rid of the TAs, if you cut back the TAs then the courses as they are taught now will have to change. Namely the sorts of courses that are being taught now, the format for them will have to be changed. So this just reflects a general problem. The TAs are the least affected it seems to me in the area of encouraging people to go to school. They have the most responsibility on them next to the moonlighters. They have their work in the classroom and they have research as well so it seems to me the first place to start striking at this as a problem is the other areas--that is, fellowships and grants. And that the other point to realize is that if you cut back on TAs, the faculties are going to have to reorganize. This was my point before. The TAs are doing a necessary service; you cut them out and something has to give some place in the structure itself.

LAW, University of California, Davis: Both Mr. Dill and Dr. Monson described programs with which they feel satisfied as ways of helping TAs be better teachers. I was wondering how these programs were evaluated.

DILL: I think there are two questions here. I won't speak for Mr. Monson's because first of all it seems to me to be a program which is extremely useful to the incoming TA. The TA who has no experience yet is faced with a situation he has never encountered before, etc. I don't know what the procedure is for that and it seems to me whatever it is I don't think it can be taken apart from the larger issue of whether the department has a procedure or followup program on it. I can only give you my own experience in my own department which is the following. We instituted a general teaching evaluation program for faculty promotion two years ago which is done by an interviewer who comes in and interviews students who had a faculty member over the past few years and it is a cross section of students both in terms of grade, level, etc. And a cross section of his courses. The report is then turned in. Well, we recently adopted the same sort of evaluation procedure for outgoing graduate students which if the graduate student so chooses can become part of his file which is sent to other universities for jobs. Now this is an attempt on the department's part to both evaluate their own teaching program as well as to provide some sort of criteria, I suppose, that other departments getting this graduate student can use to decide whether he has in fact become an adequate teacher. Now there are all sorts of conflicting demands in evaluating teaching: there's the demand of evaluating someone for promotion purposes and there's a demand for evaluating someone for improvement purposes. These don't always coincide. You have to separate them so we do have evaluation procedures in our hands. In our department the departmental programs are designed for the student to help himself evaluate his own teaching. One of these involves the use of the TV camera (again, very much like the other). We actually film the graduate student in a discussion section leading one of his discussion sections and then the other TAs and the faculty member who is running the course then get together and evaluate him or just actually hold a session on watching the tape. Another method we use is TAs making up their own questionnaires and handing them out to their sections after they are done. The latter two are both designed to improve, give feedback, so the guy can improve his teaching. The thing at the end is not designed in any way for feedback, but rather for evaluation. I don't know if that answers your question totally. I would like to hear from Mr. Monson on his program.

MONSON: When we first started up our program we invited three people from outside our university to be with us for the entire week. We chose people who had quite differing teaching philosophies. One of them was Frank Cohen whose work at Michigan brought honorable mention. One of them was a man from national training labs and one was a teaching assistant who had been a TA for four years. We asked them to stay with us the entire week, see what went on and give us their judgments about it afterwards. At the end of each session we have also taken preference judgments from the TAs who have been involved in it, what they thought went right and what went wrong. In the planning of the next year program we have always turned the planning of the program over together with all the data we have gathered on it to those who were in the program the preceding year and very much let them decide what sort of things ought to go on. We don't have any of what you would call very formal evaluations that has gone on, but certainly the feedback mechanisms of those who are engaged in the program developing those is absolutely essential for figuring out what you need to do the next year.

MAYO: In closing let me thank the panelists for some very fine presentations.

7 p.m. Monday, March 1, 1971

BANQUET

PRESENTATION TO GUSTAVE O. ARLT

George P. Springer
University of New Mexico

It was one year ago to the day today in Seattle that I was privileged to announce on behalf of the WAGS Executive Committee that a Festschrift, a collection of essays, would be published and dedicated to Gus Arlt. Its title would be forward-looking, as Gus has always been, namely "Toward the Year 2000: Visions of Higher Education." Graduate Deans in the West especially were invited to contribute; an experienced general editor in the person of Dean Leonard Kent of Chico State was enlisted; Gus himself agreed to be interviewed in depth by yours truly; and sufficient money was raised from the NEH and several private donors, with the invaluable help of Mrs. Elvira Marquis, devoted friend of Gus and Gusti Arlt. The University of New Mexico Press was lined up for printing. Perhaps naively, we thought that we could have the book out by December, for the Miami Beach CGS (Council of Graduate Schools) Annual Meeting. Well, you need not be reminded of the events of last May, of Cambodia and Kent State, not to speak of other events like fiscal and legislative crises which have bedeviled our campuses. Small wonder then that we have fallen behind. Then, two months ago, Kenny Kent accepted the Presidency of Quinnipiac College in Connecticut. But let it be said that if the graduate dean has few other talents, he does have to exhibit tenacity and persuasion. And so we've kept right on badgering committed and uncommitted contributors. Well, tonight I am happy to make another announcement. I have in my hand a regal purple-colored, Morocco-leather bound volume of seventeen accepted contributions in their original form as a symbolic token of the printed book to follow.

Before presenting it to Gus, let me do two things, with your permission. Since so many of our contributors are in the room, let me read the titles of their articles.

Secondly, permit me to remind ourselves of some of the salient achievements of Gus Arlt, our distinguished colleague, WAGS charter member, mentor, and celebrant tonight.

First the seventeen articles, in alphabetical order by author.

Arlt, G. and Springer, G.	"Arltiana"
Burke, William J.	"Graduate Education in the Decades Ahead: Accent on the Individual"
Crowe, Lawson	"Will the Future be Like the Past?"
Elder, J. Peterson	"Janus Revisited"
Gardner, Eldon J.	"Ph.D. Degrees in a Changing Scene"
Gorter, Wytze	"Some thoughts on Graduate Education in the Year 2000"
Kent, Leonard J.	Preface
Lloyd, Wesley P.	"Graduate Deans as Administrators"
Lucki, Emil	"Graduate Education Thirty Years Hence"
Magoun, H. W.	"Geographic and Institutional Aspects of Graduate Education and Research"
May, William	"Changing Patterns of Graduate Education: One Suggested Model"
Mayo, Charles G.	"Trends in Political Science: Implications for Graduate Education"
McMurrin, Sterling M.	"Reason, Freedom, and the University"
Rees, Mina	"Graduate Education--A Long Look"
Ryan, Harold F.	"Reflections of a Humanist on the University as a Medium"
Shao, Otis H.	"Experimentation and Innovation in the Liberal Arts College and their Implications for Graduate Education"

Whitaker, Virgil K.	"Graduate Study in the Humanities--Substance and Support"
Wilkening, Marvin H.	"The Search for Frontiers"

There are several others whose circumstances simply made it impossible for them to write. Our sympathies for their resultant guilt feelings are almost as profound as are our sincere thanks to those who did manage to contribute an essay.

Now, let me review the high points of Gus Arlt's career.

A native of Lock Haven, Pennsylvania, he attended Elmhurst College and then the University of Chicago where he obtained his baccalaureate, master's and Doctor of Philosophy degrees.

Following earlier appointments at DePauw University and Indiana University, Dr. Arlt joined UCLA as Professor of German in 1935. His academic field is German Literature and he has published extensively in this field, modern languages, and history.

Appointed Associate Dean of the Graduate Division at UCLA from 1950-58, and Dean, 1959-62, Dr. Arlt played a major role in the development and administration of graduate education at that institution. In 1961 he was appointed first President of the newly-founded Council of Graduate Schools in the United States which, under his leadership, has since become the major national organization advancing all features of graduate education in this country.

He holds three honorary degrees.

He has authored numerous publications, translated a highly successful Broadway play, served on numerous civic bodies in support of music and the arts, has been chairman of numerous advisory committees in education. He helped launch the National Foundation on the Arts and Humanities, served as advisor and consultant to various state and provincial governments here, in Canada and Great Britain. Since his retirement from the CGS Presidency he has been busier than ever working as consultant to Boards of Higher Education in several of the fifty states.

--To you, Gus, I apologize for all the omissions such as the visiting lectures at some 20 universities, your achievements in gourmet cooking, music, and golf. BUT I think that we now have the outlines of your distinguished and undiminished, continuing career.

Let me therefore present the precursor of the real thing and suggest to our audience that they obtain a copy of the real thing called "Toward the Year 2000: Visions of Higher Education," when it appears later this year.

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RESPONSE TO THE ANNOUNCEMENT OF THE PUBLICATION OF A FESTSCHRIFT IN HONOR OF DR. ARLT

Gustave O. Arlt

Thank you George; thank all of you. I heard the list of contributors for the first time and I am more than delighted that so many of my friends have contributed to this festschrift. I have often regreted that I never had a festschrift in germanic languages, although I have helped on others. This is a satisfying tribute from this organization which I had some part in helping found in 1957. It has now become one of the strongest regional organizations. Most of the five people who participated in the original planning are here tonight. I was forewarned last year that this festschrift might materialize, but I did not take the year to prepare a speech of acceptance. Thanks again for this honor.

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Tuesday, March 2, 1971

THIRD GENERAL SESSION

Theme: *QUO VADIS*

Presiding: *George Springer*
University of New Mexico

INTRODUCTION TO SESSION
George Springer
University of New Mexico

This session is entitled "Quo Vadis." I was a bit embarrassed as a linguist or former linguist to be corrected by the man on my left who sent me an advance copy of his paper and said, "well we shouldn't have called it quo vadis we should have called it quo vadimus." So it goes you forget your latin grammar, but there's always some guy in the crowd who catches you. (Arlt It's usually me.) Gus as I need not remind you has a steel trap mind and a memory to go along with it. This morning the four of us were having breakfast together to plot strategy and I asked Virgil Whitaker on my far left what were the dates of your deanship at Stanford and he said now let me see--he worked on it and Gus said, "I remember when you were dean."

Let me introduce the panel.

Dr. Harold Taylor who many of you know from his books received his doctorate in philosophy from the University of London. He is a native of Canada; taught for a good many years at the University of Wisconsin and was President of Sarah Lawrence for fourteen years. He now spends most of his time as a visiting professor on a variety of campuses. We were fortunate at the University of New Mexico to have him with us during the second semester last year. He is the author of a number of books: The World as a Teacher, Students Without Teachers, and most recently and to be out Thursday (4 March) How to Change Colleges. There is one other talent which Harold didn't have to remind me of when I searched my memory this morning and that is when he was young he did something which I also did partly for pleasure and partly to get ourselves through college. He played a musical instrument on the Queen Mary going back and forth and this has always served to bring me closer to him as a person and friend.

Gus Arlt asked me not to go through the introduction again since he was presented at the annual banquet last night.

I wish to present Virgil Whitaker who is now Professor of English at Stanford University. Virgil received all of his degrees at Stanford. He taught at Stanford, became chairman of the English Department, he was associate dean, became graduate dean 1963-1968 and now he is happily re-ensconced as a Professor of English.

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QUO VADIS?

Gustave Arlt
Past President, Council of Graduate Schools in the United States

Your Program Committee chose a very appropriate, if somewhat esoteric, title for this morning's discussion. Perhaps even more fitting might have been 'Quo vadimus?,' not 'Where are you (in the second person singular) going' but 'Where are we going.' For you may be sure that wherever we are going, we are all going there collectively and together. But unfortunately this change of syntax would have destroyed the historical connection of the phrase with its ultimate origin. Its source is an obscure passage in St. Jerome's version of the Vulgate, in the 16th chapter of the Gospel of John, and the full sentence from which it is quoted is startlingly apropos for us today. It reads: "No one ever asks, 'Where are you going?'"

I said that the origin of 'Quo Vadis?' was an obscure passage in a Latin biblical text and it might have remained buried forever in the musty pages of the Vulgate if a Polish author named Kenryk Sienkiewicz had not resurrected it in 1895 as the title of a novel that became the most fabulous best seller of the century. Even that is forgotten today, as is the name of its author and the fact that he won a Nobel prize in 1905, but through it the phrase 'Quo Vadis?' became a permanent part of the international vocabulary and so found its way into our program.

If the choice of the title was a happy one, the selection of the panelists was little short of miraculous: a cultural anthropologist, a German medievalist, a philosopher, and an Elizabethan English scholar! Four humanists--I can't believe it. No chemist, no physicist, no biologist--especially no chemist? Many years ago--in 1937, to be exact--I wrote in a long essay that the 16th Century belonged to the humanist, the 17th to the physicist and mathematicians, the 18th to the chemists, and the 19th to the biologists and the engineers. The 20th Century, I said, would be the century of the social scientist. Can it be that we have come full cycle and that the humanists are going to get another chance that they muffed three hundred years ago?

But be that as it may, we are here today to ask the question that not enough people have ever asked until recently, 'Where are we going?' And with us many forward-looking universities and colleges, many boards of higher education, many foundations, and many thinking citizens are anxiously asking the same question. And we realize now that we should have questioned our direction and our development long ago and that we should have planned for a future that was by no means difficult to foresee. For the signs were plainly to be seen all around us. But we were too busy expanding our institutions, adding more fields of study, more specialties, devising more ways of spending Federal dollars to realize that the world and society were rapidly changing and that we were doing nothing much to adjust to these changes.

Let it be understood that, in all I am saying now and shall say later, I am not criticizing our system of higher and highest education and its products in the context of the society that produced it and which it served. For more than a century our undergraduate colleges provided a nearly perfect form of education for a vocationally, industrially, commercially oriented democratic society. The curricula were varied and appropriate, the standards were high, and the institutions were well able to accommodate the ever-growing members who sought a college education. Our graduate schools were equally well attuned to the needs of a highly technological world that operated on the firm belief that science would eventually solve all problems. The Ph.D. program, with all the faults that we now attribute to it, was nevertheless the most ingeniously contrived means the world has ever known for producing the large numbers of highly specialized scientists that our society needed in the war and post-war periods.

But times have changed, society has changed. A social revolution has taken place, the extent and even the direction of which we cannot yet fully estimate or comprehend. One thing is clear: the priorities of the 1950s are not the priorities of the 1970s. The system of higher education that was nearly perfect in 1950 and good in 1960 is inadequate for 1970 and impossible for 1980. Two years ago at the Summer Workshop at Lake Arrowhead I projected a vision of the future of advanced education as I then saw it. I believe I made it clear that I did not advocate the changes that I then foresaw but that I regarded them as inevitable and imminent. The reaction to my forecast ranged from polite reserve to skepticism and dismay. Since that summer we have moved faster than I had anticipated in the directions I had outlined. In January of 1971 the Carnegie Commission on Higher Education, in its booklet, *Less Time--More Options*, advocated the reform of higher education by putting into practice some of the changes that are already taking place. Also in January of 1971, the Assembly on University Goals and Governance of the American Academy of Sciences issued a news release of its "85 Theses for Higher Education," the full text of which had not yet been published at the time of this writing. The two documents are in such nearly complete agreement that one might think their authors had cooperated. They will be widely discussed, first by deans and other administrators, then by faculty committees, *ad infinitum* and *ad nauseam*, and in the meantime the roof will fall in.

In this Western Association of Graduate Schools which, in the thirteen years of its existence, has established an enviable record for progressive thinking and acting, I believe frank, direct, even drastic speech is welcomed rather than eschewed. I shall therefore now speak frankly, directly, and drastically, as I should have done two years ago at Arrowhead. Then it was too soon; today it is too late to temporize, to tinker, to patch, and to put a new coat of paint on the old roof.

I believe the entire structure of higher education--by no means of graduate school alone, but all if it, from the high school upward, is in need of thorough, drastic, and fearless reform. Neither our universities nor society as a whole can longer tolerate an inflexible system of education, which:

a) has inadequate provisions for students with unconventional preparation, whether they are members of minority groups or not;

b) requires an unnecessarily long period for the so-called completion of the educational process on any of its levels;

c) does not provide respectable exits for persons who do not need or wish or profit by conventional college education;

d) makes it impossible, or at least difficult, for a student to devote less than full time to advanced study;

e) makes it likewise difficult for him to interrupt his studies for a period of re-orientation and to return without penalty;

f) artifically separates preparation for a profession from the practice of the profession;

g) makes no effective provision for the continued professional training of post-degree adults;

h) makes virtually no provision for continued humane education in either pre-degree or post-degree status.

These are serious indictments and they do not even include all the items that a full bill of particulars might contain. But again I stress that they do not cast approbrium on the system that has served us so well for so long a time. They reflect the recognition that this system has become obsolete in many of its features; that we have studiously, sometimes even passionately, tried to preserve its form while its structure and much of its content became less and less realistic. And they reflect the recognition, on my own part at least, that the forward-looking universities and colleges must at once begin a process of creative planning--singly or with neighboring institutions, in concert with regional consortia, through their regional associations, like this one, and finally through their national bodies. All units of the academic structure must become involved in this planning process--undergraduate colleges, including community colleges, professional and quasi-professional schools, extension and adult education divisions, and particularly the graduate schools. Everything that happens on the lower levels will have a powerful impact on the graduate schools. For this reason, and because of its prestige, its unique, almost detached, position in the academic hierarchy, the graduate school should take a leading, and certainly a guiding, part in the forward planning.

In my speech at Arrowhead I carefully refrained from advocating any of the changes that I foresaw. This was partly because my thinking had not completely crystallized and partly because, as spokesman for the Council of Graduate Schools, I could not properly commit the Council to an irrevocable position. The situation is now altered. I have clarified my thinking. And as President-Emeritus I am a free agent and speak for no one but myself. And so I now give you, in fifteen brief paragraphs, an outline of what I believe needs to be done. You will note, I am sure, that some of my theses coincide almost verbatim with those of the Carnegie Commission. In others there are minor, in still others, sharp differences of opinion. The order of the topics is random and implies neither relative importance nor logical sequence. But it is obvious that none of these topics can be isolated into a vacuum, completely out of context with the others.

1. The length of time spent in undergraduate education should be reduced by perhaps as much as one-fourth. This can be done without sacrificing educational quality: by offering college-level work in senior high school, the final year of which is now practically wasted; by eliminating freshman courses that more or less duplicate high school work; by a more liberal policy of credit by examination; by pruning of course offerings to eliminate duplicative or overlapping courses; by refraining from pushing graduate specializations down into the undergraduate college.

2. High schools should be accredited by state university systems and consortia of private colleges to give the equivalent of the first year of college work.

This is both feasible and desirable. At the beginning a very small number of high schools should be so accredited and their graduates should be given preferred status for admission to the accrediting institutions. As the practice develops many, perhaps most, high schools would be so accredited.

3. Prospective students should be given the option of deferring college attendance without losing their status.

For many students an interval of from one to three years between high school and college would be of great benefit. The college should counsel and help him find appropriate employment or other activity.

4. The degree structure should be redesigned to provide a logical and convenient stopping place approximately every two years.

The Carnegie Commission recommendations make a great deal of this feature and design a schedule of degrees from the AA to the Ph.D. (or the D.A.) at two-year intervals. I do not agree with all the details of this program, but there is a great deal to be said in favor of intermediate stopping points at which a student may either withdraw or may pause to reassess his career objective without the stigma of becoming an ABD. I believe that such a system would reduce the dropout rate between degrees and would result in more people properly trained for their chosen careers.

5. New and more liberal forms of access to higher education should be made available.

Should persons without high school credentials be admitted to undergraduate degree programs? The GED test which is accepted by some but not all colleges is only one form of access and others should be provided. A more controversial question is, Should mature persons who have not completed a baccalaureate program be admitted to graduate school? If so, on what basis? Should admission tests on many levels be developed by the Educational Testing Service? I believe all these avenues should be thoroughly explored.

6. Opportunities to alternate employment and study should be widely expanded.

Both public and private employers should be induced to enter into arrangements with colleges and universities by which students could either receive in-service training or actually be fully employed at intervals. The British "sandwich" program should be examined and compared with the long-established "Antioch" system.

7. Various alternatives to formal college should be made available.

It goes without saying that not all young people should attend college and the social pressures that force them into college should be reduced. State and local governments should provide far more and far better technical and vocational schools, and some (many?) students should be encouraged to enter these. In-service training in industry and business should be encouraged and persons who later decide to enter or return to college should be granted appropriate educational credit for such training.

8. Federal and state assistance should be available both to students in formal colleges and to those engaged in in-service programs and other informal educational endeavor.

I have little doubt that the new Congress will greatly expand support to students on both undergraduate and graduate levels. Whether subsidies for informal education will be approved is less certain. In any case, what form should this assistance take? Outright grants? Low interest loans? A combination of both? Repayment and interest rate based on later earning power? Included in later income tax payments over a long period? It is entirely likely that all these possibilities will be explored by the Congress, and the education community should be prepared to take a unified stand on these questions.

9. Access to both college and vocational education for under-privileged and minorities should be made easier.

If this necessarily meant "open admissions" to colleges and universities I would oppose it. However, there are other options. The Community Colleges, as the natural extension of the secondary school must, of course, maintain an open door policy. These colleges, as well as many large urban high schools, should be Federally subsidized to conduct remedial work for the previously underprivileged. This is, in my opinion, a Federal and not a State or local responsibility. Moreover, the maintenance of remedial courses, especially on their own operating budgets, is not an appropriate activity for the universities, although a number of them have voluntarily assumed this responsibility. There is no question that liberal access to higher education for under-privileged and minorities must be established and maintained on a systematic basis and to do so is clearly a Federal responsibility.

10. An intermediate degree between the M.A. (M.S.) and the doctorate should be widely adopted.

The Carnegie Commission makes a strong, though not a completely convincing case for the Master of Philosophy.

We probably do need a degree specifically designed for teachers in senior high schools, community colleges and lower division in colleges, especially if the high schools are upgraded. Would persons with such a degree be acceptable in university to teach freshman and sophomore courses in English, foreign languages, laboratory sections, and the like, in order to reduce the use of teaching assistants? If that should be the case, the development of a new degree would be very worthwhile.

11. The Doctor of Arts should be adopted as the appropriate and standard degree for all persons whose careers will be primarily teaching in universities and colleges.

The Council of Graduate Schools has been on record for more than a year with a strong statement favoring this degree for the stated purpose. A considerable number of universities are now preparing to offer it. Two things remain to be done: a) the requirements and standards for the degree must be universally established and maintained; b) there must be strong moral pressure to discourage unqualified institutions from offering the degree. It does without saying that it must not be permitted to degenerate into a cheap surrogate for a Ph.D.

12. The Ph.D. should be reserved for those who clearly intend to engage in original research in their lifetime careers.

This is naturally a controversial issue. How can a student in his second or third graduate year be sure that he "clearly intends" to engage in a research career? Of course, he cannot. The implication is that the character of the D.A. and the Ph.D. programs is such that a student may at any time shift from one into the other. A further implication is that the student who qualifies for the Ph.D. may, nevertheless, if he wishes, engage in what may be primarily a teaching career. And, in reverse, the student who qualifies for the D.A. and finds after some years that teaching is not to his liking, may return to complete the required research and dissertation requirements to earn a Ph.D. In my opinion, one of the virtues of these two parallel programs that diverge only at the end, is that two options remain open to the student throughout his graduate course and beyond it. Paragraph 12 must therefore not be taken in too literal or too restrictive a sense.

13. The arbitrary dividing line between preparation for and practice of a profession should be eliminated or at least minimized.

You have heard me hold forth on this topic more or less passionately before. Education is not a process that stops arbitrarily at a point when a university confers a degree. And productive life is not a period that begins when the young person walks out of the university with a diploma in his hand. The meaningful merger of formal education with professional practice so that they proceed simultaneously and that each reinforces the other is probably the most important task that confronts us in the coming decade. We must therefore rid ourselves of the ingrained aversion to part-time study. We must examine objectively the validity of the traditional requirement of academic residence. And we should encourage our students at an appropriate time to seek employment in their profession and to continue their formal education on a part-time basis. We should also encourage fully employed, qualified adults to enter or return to graduate school for degree credit while continuing in their employment.

14. The university should provide life-long educational opportunities at all levels.

The university should provide further professional training for as long as the individual wishes it to keep his knowledge and competence up to date, and continuing education for citizenship to interpret a constantly changing world to him. I am speaking here of solid post-doctoral (and other post-degree) work on the highest professional level, achieving a continued intimate integration of training and professional practice. And paralleling this, there should be an equally high quality humane education in current social and cultural affairs, in national and international politics and economics, in philosophy and literature, in music and the arts, in short, in everything that contributes to the development of the whole man, that makes him useful to society and appreciative of his own role in society.

15. Educational progress and completion of the several educational levels should be determined by other means than the counting of credits.

Is the accumulation of "units" or "credits" really a measure of attainment? In private, most of us would say, it is not. In public, many of us would hesitate to criticize this archaic statistical device, chiefly because we have nothing better to substitute for it. And, since this is a kind of humanistic seminar, it may be appropriate to conclude this section with the cynical advice that Mephistopheles gives to the new student applying for admission to Faust's lecture course:

> And now--the first of all worth mention
> Is--to your record you must give attention,
> For what goes in or won't go in your head
> Must be recorded in your book instead.
> Now, first of all, for this half-year
> Observe the best of systems here:

You take five lectures every day.
When strikes the clock, be in alway!
And when you leave, be sure you always look
To see the Master signs your record book.
Because what one has down in black and white
It is a comfort to take home at night.

My presentation this morning has no formal conclusion, no peroration. I have said what I thought had to be said. I will repeat what I have said frequently: our universities, including our graduate schools are going to change, whether we like it or not, whether we do anything about it or not. If we resist change it will be imposed on us by one means or another. But we, as graduate schools and as custodians of the values of graduate education, have it within our power to guide these coming changes in a sound and reasonable direction and to develop a system of advanced education that will serve the 21st century as well as its predecessors served the 19th and 20th centuries.

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"QUO VADIS" OR "QUO VADENDUM"

Virgil Whitaker

Professor of English, Stanford University

Ladies and Gentlemen:

Until Gus Arlt scooped me, I was planning to offer a more esoteric modification of our title--Quo Vadendum, "Where ought we to go?"

Like him, I was also impressed by the miracle of a panel of humanists. I therefore decided that my best contribution might be to be inhumane, if not to my fellow panelists at least to my academic colleagues. Like all professors I must begin by proving that accepted views are fallacious, and to this task I shall address myself. In the humanities we are not going where deans and commissions seem to think that we are.

In the first place, we and our graduate students--most of us, at least--are not devoting too much energy to research as contrasted to teaching, though sometimes we do the wrong research. I once knew a scholar who had devoted a lifetime to becoming the leading authority on--shall we say for the sake of anonymity--George Turberville, a luminary of what C. S. Lewis stigmatized as the drab period of Elizabethan literature, who wrote what he and his contemporaries called "doleful dumps." Since we men are now being accused of looking down on the ladies, I hesitate to use the appropriate pronoun, but ultimately she discovered that another scholar had devoted himself to becoming the world's expert on Turberville, and life was in vain. I had to search my memory for this example, however, and another comes more readily to hand. Many years ago a graduate interdisciplinary program in the Humanities was developed at Stanford, a principal stipulation being that the dissertation must be broadly enough based to provide genuine humanistic education. As a curious member of the committee, I checked dissertation topics in English for a good number of preceding years and found only one or two that would not have qualified for the new program. Too specialized research has been very largely eliminated in the humanistic department, except possibly in those specializing in linguistic studies or in techniques of establishing a text. The danger is, in fact, that many dissertation topics are so broad that candidates bog down. I speak not only in terms of my own department but of the several thousand dossiers from applicants for positions that I read as Chairman.

Most dissertations involve, in fact, the kind of investigation that any professor has to work on throughout his career, whether or not he publishes, if he is to keep alive intellectually and ahead of his brighter students. The aging teacher who loses, as we all do, his rapport with freshmen and sophomores and becomes embittered and neurotic as older students also desert him needs to be balanced against the popular stereotype who never emerges from his research long enough to teach effectively at any level. Both types unfortunately exist, but I suspect that the former is more frequent than the latter. Certainly I have encountered more examples. Current trends among students encourage the young assistant professor to develop charisma but not much else, and the teacher who can find his role only by catering to the fickle taste of undergraduates is in a perilous position indeed. The dissertation should and can begin a career of learning that eventuates in distinguished or at least in competent teaching. This, I suspect, may be one of the many differences between the humanities and sciences.

What has too often replaced the excessive fact-grubbing of old-style research is a more serious weakness that is all too common today in the humanities--a lordly and contemptuous indifference to facts as pedantic. Just a few weeks ago I read a group of papers submitted to a learned journal. One found in a Shakespeare tragedy a unique preoccupation with the human face. A quick check in my concordance revealed that the word "face" occurred less often in that play than in any other tragedy but one. My fact-grubbing did not necessarily invalidate the paper, but what it revealed certainly required explanation. Another paper argued that Shakespeare's use of classical images in Hamlet supported current views developed by Freudian critics. But we do know that Shakespeare reworked an old Hamlet play, and the best available evidence indicates that Shakespeare derived most of the allusions cited by the writer not from his subconscious but from the old play. Incidentally, I would not regard either paper as contributing to humanistic understanding or better teaching, in which inculcating a proper respect for facts does have its place.

With a third objection, that too much time is devoted to graduate study in the humanities, I should have to agree, providing it were qualified to mean that too much time is devoted to the wrong things. The classicists are fortunate in that time has reduced their subject matter to proportions that facilitate reasonable mastery even if they frustrate curiosity. In other areas literature and learning accumulate, but time passes as rapidly as ever. Do we really need, however, to know third or fourth-rate Elizabethan plays as well as Shakespeare? We do not know them as well in the qualitative sense, of course, for we forget them as speedily as they deserve. But precious hours and weeks and months have gone into reading them. We need to decide what we are after and then to make some inevitable exclusions clearly and consciously rather than by the operation of fatigue. For we are scandalously derelict in the humanities in our knowledge of modern or ancient languages and of other disciplines. Ph.D. foreign language requirements have always been a farce. Yet literature and related intellectual currents are increasingly international. The scientists have apparently solved their problems by a system of translated abstracts. But no abstracts will convey the emotional dynamite in great writing or even writing that appeals to a contemporary mood, nor will it follow the subtle influences from one writer to another. Nor will a student trained only on standard writers understand the influence of contemporary science or philosophy or religion upon the writers with whom he is concerned. The terrible emotions developed by students in the humanities in their present antagonisms to science and engineering are as dangerous as they are uninformed. Graduate training in the humanities must be redirected, and such redirection will take all the slack that can be developed by jettisoning second-rate writers and, I fear, a good deal more.

No discussion of graduate study would be complete without that overworked cliche "publish or perish." Since I am in an iconoclastic mood, I will venture that, except in a few prestigious or prestige-seeking universities, fewer neophytes perish than deserve to for the good of sound education of the young. Furthermore, it seems to me that young scholars in the humanities now do far less work than they used to and less than their contemporaries in many other disciplines or professions. It is, in fact, frightfully easy to publish. What is far more likely to perish than the young scholar is the bored reader or the integrity of the discipline. Whenever I start reading a series of learned articles, I am reminded of a conviction that I developed as a bored adolescent while dutifully accompanying my mother and grandmother to church. The Protestant churches doomed themselves when they centered their services upon the sermon, for our human stock simply cannot produce men with the energy and intelligence and versatility needed to produce one or more interesting sermons a week in the numbers required by the many churches in every town. So those perhaps called by God, but not as orators, drone on to the boredom of dwindling congregations who now have sources of entertainment and excitement unknown to their forefathers. Just so the universities originally set up standards of published work intended to winnow out a few great scholars for major universities. American academics are almost incredibly tolerant and kindly and gentle, as current activists have discovered to their profit. So, as more and more universities and colleges wanted to be great or to pretend to greatness, quantitative standards of publication were retained but qualitative standards were so relaxed that almost all who wanted to play the game could do so. The result is a frightful deluge of mediocre writing whether it pretends to be scholarly or critical. Research that is of genuine value and importance to the scholar whom it stimulates and trains is, in the humanities, not necessarily of seminal value to other scholars, who would be more likely to develop intellectual muscles from the exercise of research than from being in at the finish of another's course.

Let us face it. Learned publication in the humanities must stimulate the reader to better understanding and appreciation of existing masterpieces, and it is without the scientist's justification that relatively minor new information may be a link in a chain of great importance. Granted this distinction, the flood of learned writing in the humanities has at least three disastrous consequences. First, it bores when it should stimulate. A scholar-teacher in the humanities must believe in the value of what he is doing, be fired with a zeal for the values which he derives from great thinkers and writers of all ages. How much scholarly writing in the humanities really stimulates the mind? Second, need to do scholarly work original enough to achieve publication inevitably leads to more and more trivial subjects for investigation and therefore to a blurring or relaxing of the very standards that the humanities exist to maintain. This is not necessarily true, witness the exciting new insights into Homer or Virgil or

Spenser or Milton that not infrequently appear even after years of scholarly work. But one cannot devote one's self to becoming the world's greatest authority on George Turberville without coming sooner or later to feel that doleful dumps have importance otherwise than as scholarly background. That way lies intellectual suicide. Third, the inevitable result of expanding scholarship centered upon a limited and non-expanding body of writing is a built-in tendency to false learning. One cannot publish as new learning an argument that Shakespeare wrote the plays commonly attributed to him, but one can achieve notoriety by arguing that Bacon or Oxford or Queen Elizabeth or, most recently, Christopher Marlowe wrote the plays. One can even get lawyers, if not professional English scholars, to take one seriously. I have selected, of course, the most fantastic example of the perversion of learning that I am talking about, but also probably the most formidable in its published output. More characteristic, and far more respectable academically, is the professor who laboriously builds an argument that a play long regarded as Shakespeare's source is in fact a bad version derived from Shakespeare's play. He may be right, of course, but I personally think that the theory that I have in mind, namely, that The Troublesome Reign is derived from Shakespeare's King John, is dead wrong. Be that as it may, the built-in drive toward new and not necessarily sound theories is a major factor in modern humanistic scholarship. As a result, bibliographies proliferate, but not necessarily sound learning or the love of learning.

The cure for what I have been describing is very simple, but I cannot include it in the next section of my remarks for I fear that it is not in sight. Research is necessary to sound teaching, but voluminous publication is not. University faculties concerned with tenure decisions and editors of learned journals will have to raise their sights to a new and frightening qualitative level and lower them quantitatively to a realistic and relatively unexciting level. They will also have to take far more seriously the job of evaluating scholarly work, and this cuts both ways. Just the other day I gave permission to republish an article on Spenser that I wrote twenty years ago, and I remembered that it was turned down by the reader for PMLA as lacking in originality. Fortunately for my vanity it was shortly published by a journal of at least equal intellectual prestige and then republished in book form. Right or wrong, it was certainly the most original article that I have ever published, and the PMLA reader simply did not do his job. Professors, in short, are gentlemen and, as such, they are both gentle and lazy. In matters of publication, therefore, the millenium is not at hand.

It must be obvious that I differ from Gus Arlt as to the need for two degrees, one for teachers and the other for research scholars. He recognizes, of course, that the training for both degrees would be largely identical. My solution would be to keep the one degree, which seems to me to offer training in the research necessary both to good teaching and to sound scholarship. Let us then encourage those with the energy and the ability--and I suspect that energy is as important a factor as ability--to publish genuinely important results of their research and expect most of us to show the results of our research in better informed and more genuinely original teaching. But perhaps I am demanding too much discrimination of today's scholars. Sometimes I think that we demand rigorous standards of everybody but ourselves.

I have already spent too much time on where we are going, although much more could be said. Where should we go? Naturally, as a professor I cannot be expected to stick to my topic. So I will begin with where we should not go--and that is toward what might be called the child-centered graduate school. This seems to me, in fact, the major crisis facing humanistic departments.

Some definition is obviously in order. I remember that years ago I first heard from education professors about the child-centered school. It was based, as I understood it, upon the premises that all normal children must be educated and that the elementary school program must therefore be adapted to their interests and their capacities as well as their needs. This seems to me a tenable position even with respect to the high school if we recognize a variety of interests and capacities as well as needs, so that we attend to the ablest and best motivated as well as to the weaker students, trying always to convert the weaker into the better.

I am prepared to argue that most colleges and universities, including Stanford, have now capitulated to their undergraduates in the humanities to the extent of developing what is, though often poorly conceived and worse implemented, a child-centered curriculum. There may be considerable question how effectively the curriculum has been adapted to the students. For one thing, universities are largely ignoring the vastly improved instruction in the better preparatory schools and high schools, to the resulting boredom and stagnation of some of their ablest freshmen, who are, as they would say, turned off by old stuff.

But there seems to me no question that modern undergraduates are children in most respects but age--even in their approach to sex. In particular, they still believe that people need not suffer the consequences of what they do and that the world can be adjusted to their desires.

In several years of harrowing service as a member of the Committee of Fifteen at Stanford, which became, despite contrary intentions, involved in protracted negotiation between administration and students, I was endlessly impressed and depressed by the absolute resolution of the students that no one should really have to face the consequences of his misdeeds, whether in judicial proceedings or in university records. And we have now reached the point at Stanford that withdrawals and failures no longer appear on the student's transcript.

We have also tacitly accepted the student's belief that there is a royal road, if not to geometry, at least to literature, a road to be taken at the leisurely pace for four years with a frightful waste of time and first-class human intelligence. At some risk of seeming a disgruntled old guard, I must report that the standard English courses now require less work for five units than those that I took in 1926 to '29 for four--especially less writing. Freshman English requires less than half the amount of writing expected when I was a student and, to my even greater cost, when I was a young instructor. And the beginning Shakespeare course assigns less than half the work demanded in the really horrendous course that I took from one of the most famous teachers in Stanford history. These facts I can document in detail. Today's students must have all the leisure that they want, and they must, like children, be protected from such horrible facts of life as competition. I am not impressed by the result. Stanford students could get an equivalent education, I am persuaded, in no more than two years of reasonable effort. The students that I taught and came to know last quarter at Stanford in Italy were among the most lovable that I have ever encountered, but only a few displayed real interest in what Italy had to offer, not to mention more theoretical subjects.

The child-centered college is with us. Are we headed for the child-centered graduate school? We are indeed if we yield to the steady pressure for less work, lower standards, and elimination of examinations so that graduate work becomes merely another string of courses. At some level a line has to be drawn, and that level seems to me the graduate school. For we face the problem not of adapting learning to our students' capacity but of finding the capacity and energy needed to maintain and push forward the highest levels of learning not only in research but in teaching. I am sure that a graduate student in physics would receive little attention if he demanded that he be relieved of requirements in mathematics because the latter subject was not to his taste. I have asserted that the University may finally be saved by the fact that bridges fall down if the calculations of stress are too wide of the mark. In most sciences I suspect that objective verification of theories or experiments is possible, and this fact inevitably imposes standards upon scholarly work as well as upon scholarly preparation and quality. But in the humanities objective checking and verification of theories or results of research are rare in practice and probably almost impossible of achievement. Pressures to relax standards are therefore more effective and, paradoxically, more disastrous, for quality of scholarship depends ultimately upon the training and integrity of individual scholars. If John Donne's meaning is hard to come by, some facile over-simplification is all too likely to gain currency or be taught to defenseless students. The pressure upon departments to accept a good heart and good intentions as a substitute for competence, not only in their graduate students but in their junior faculty, is mounting, and the end is not in sight. Our Saviour, who bade us become as little children, was praising their innocence, not their ignorance. Our students are certainly not innocent these days, but they are becoming more ignorant.

We should not, I maintain, allow child-centered graduate schools to develop in the humanities or anywhere else. But what is the alternative? I will conclude with several suggestions.

First of all, we should stop trying to ape the sciences and become dedicated humanists. A few weeks ago I attended a seminar at the Huntington Library on problems of textual scholarship. In the discussion the word "scientific" occurred with monotonous frequency. If it was anything more than a laudatory adjective, it was a question-begging epithet, for its meaning was never defined. What humanists and to an even greater extent the social scientist call "science" has very little relationship, I am convinced, to what goes on in the sciences. The word is used to borrow some of the aura and imply some of the spectacular success of the sciences. Even the mounting fear among humanists that the sciences are somehow dangerous seems not to have affected the phenomena that I am noting. In the humanities, at least, hiding behind the sciences has spared us the rigorous intellectual labor of deciding what we are trying to accomplish and then developing a methodology calculated to accomplish it. The "scientific" is not a concept but a superstition. Science is research, and any kind of pretended research is therefore scientific. There are enough false gods in the great literature of the past, so that we have no need to find still another to worship. We desperately need a methodology of our own appropriate to our aims. But first we must define our ends.

Second, we must insist at all costs upon intellectual integrity at all levels. It is our only guarantee of quality and indeed of truth. This will involve taking painful and decisive and at times very unpopular actions. Our graduate students must be expected to justify the support given them by a reasonable amount of hard, conscientious work upon their subjects even when political activity becomes glamorous. Unless they have consciences as graduates, they will probably not develop them as scholars. Mature scholars, in turn, must set their graduates a sound example by facing issues and thrashing them out instead of letting scholarly rubbish accumulate and graduate programs lengthen. I hope you will forgive me for once again inflicting a personal experience upon you. Years ago I was sent a copy of E.H.W. Tillyard's Shakespeare's History Plays to review. I became suspicious of his early chapters, and I spent so long reworking the material involved that a review would have been out of date. But I did publish a book in which I took issue squarely with Tillyard. Either I was right and he was wrong, or vice versa. It was as simple as that. My book was extensively and, on the whole, favorably reviewed. Though Tillyard's evidence was available and so now was mine, not a single reviewer ventured an opinion as to our respective cases. Either my chapters or Tillyard's should be in the scholarly dustbin, but they are both in bibliographies and on library shelves. Nor is this example isolated. So confusion proliferates, and the need for a careful and sound scholarly methodology is ignored. We need the integrity to settle issues even if we have to accept defeat or argue with our friends. We might then make the labors of our advanced students shorter and more fruitful.

Finally, there seems to be general agreement that graduate programs should be shorter, and they cannot be shorter without being simpler. But any simplification will be achieved over the dead bodies of professors fighting to defend their specialties, many of which are necessary only if we argue that the budding Ph.D. must know all about literature as well as--one is tempted to say rather than--knowing the literature itself. Instead of arguing at length I should like to propose an example and a paradox to illustrate my point. Let us assume what I believe to be true--namely, that any educated humanist must know Plato and, in particular, The Republic if he is to be competent to interpret any area of Western culture. A graduate student in English or the modern languages can take all the survey courses or period seminars or what not without ever encountering Plato. This is obvious. But he cannot work intensively on any great English writer up to the eighteenth century--to speak of what I myself know something about--without ultimately coming to grips with Plato and his influence. Just yesterday I was explaining to a class how Shakespeare gives the action of King Lear universal meaning, and among other things I pointed out that he centers the motivation of evil to be found in the main characters upon pride, in the Christian tradition the chief and source of all sins, and upon lust and wrath, which Plato isolated in The Republic as the two main categories of human emotions that lead to evil and which were accepted as such down to Shakespeare's time.

But suppose our student comes to know Plato's Republic at the expense of vast quantities of the lore customary in graduate programs. He may not know how to arrange English writers in chronological order or to discourse on who influenced whom. But I maintain that he will be able to teach any great piece of literature more meaningfully in terms of what it has to contribute to our understanding, whether intellectual or emotional, of the human condition than most Ph.D.'s are now able to do.

I am arguing a paradox, of course, and my Platonist would surely pick up a good deal of useful and important knowledge in the course of his studies. But my point is, I hope, obvious. The way to wisdom lies in studying the great writers in depth, not in dipping into many writers, good, bad, and indifferent, to achieve breadth. That is demonstrably the way, in fact, that most such writers themselves became great. It is also the way to simplifying the Ph.D., concentrating on essentials, and developing a methodology capable of achieving humanistic ends.

Now the final point that I want to add to my prepared manuscript--and here again I am luxuriating in the professorial habit of talking back to the brass--is that our present universities are in theory and in potentiality far more flexible than they are in operation, and the reason that they are not functioning as Gus Arlt and I would wish is often administrative decision rather than the rules of the game. Again let me cite Stanford. It is theoretically possible, in terms of University rules, to admit anybody to undergraduate standing at Stanford if you have good reason for doing so. I don't think that this rule has been used, or at least used extensively, since the days of David Star Jordan; but the rules are there, or at least they were the last time I investigated, which was two years ago. Secondly, it is possible to admit anybody to graduate standing who does not have a regular A.B. This I know because I participated in getting a promising young Negro admitted to graduate standing because the law school wanted to work with him. The flexible rules are available. In fact, this particular case provides a look at Stanford regulations. The rule involved is used steadily with respect to foreign students. It simply is not applied, by administrative fiat and tradition, to American students. Third, as I have already remarked, any student can drop out at any time he wants to and come back at will in the course of work for any degree at Stanford. Furthermore, any student can proceed through the university at his own pace. I myself finished my work for the A.B. in three normal college years. I should also mention a final example of flexibility in the graduate program. Any student who has a bright idea for a graduate program can get three or more professors to sponsor him and to constitute, in practical fact, his department, and can then proceed to the Ph.D. The sponsors are responsible for his program and for examining him on his program.

At any rate, what I am trying to say is that the university is very much more flexible than we as administrators and--I will have to admit--as professors make it. One of the things that could be done immediately toward implementing some of the suggestions that Gus Arlt has made, at least at Stanford, is simply to revive some of the rules that are for practical purposes dead letters. I am sure that the same thing is true at many other universities that developed like Stanford under the influence of Eliot's great shake up of Harvard and his attempt to make the whole university system flexible.

Similarly, my solution of the Ph.D. problem, as I hope I made clear, is not to change the degree or set up two degrees, but simply to use the degree for all the potentiality that it has in it. In this I would agree with Arlt that the proposed Doctor of Arts or what not would not be very different in most of its characteristics from the normal Ph.D. program in the humanities. Then let us as administrators involved with screening candidates, with tenure decisions, with publications, see to it that those who have no real call to publish are not expected to do so and that those who have a call to publish are encouraged and, in fact, driven to publish at the highest level of their capacity, and we will correct a lot of the evils of the present system today.

So I am afraid I stand before you as a once radical young instructor who has now become an aged conservative. I believe that before root-and-branch tactics are resorted to a lot of simple reforming within the structure is possible. I hope that I have made my point clear.

To summarize, I do not believe that present methods of graduate study need to be adapted to intellectual children or, to shift my metaphor, chopped out root and branch. They need mostly to have the weeds and undergrowth cut out so that the tree of learning may grow tall and strong.

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"QUO VADIS": ANOTHER VIEW

Harold Taylor
Former President, Sarah Lawrence College

I would first like to describe my own experiences in what could be called experimental education. Looking at my own education as an elementary school and high school student and then as a college student and a doctoral candidate, I find that those were times in which I was experimenting in how to go on living a happy normal exciting life while at the same time doing the things which the schools and colleges asked me to do.

That, retroactively, turned out to have been a successful experiment in that I was not damaged by the kinds of things I was asked to do. I have listened with pleasure to these first-rate papers, delivered with style and containing sentences with a beginning, middle and end, expressing particular points of view sharply stated and presented in such form that we are able to tackle them as ideas and not as rhetoric. I speak of my own education in order to indicate some differences between my views and those of Virgil Whitaker who, as he describes himself, is an aged conservative, but who talks like a young man and in some ways is a radical.

I was delighted by Virgil's reference to the child-centered curriculum which they have managed to develop at Stanford through which the only way you can talk to your own students is to take them to Italy. You may have noticed that Virgil found his students lovable in Italy, but obstreperous and difficult at Stanford. Surely there is something to be done at home to bring the Italian atmosphere into the Palo Alto neighborhood.

When I first began teaching I was innocent of any previous instruction in how to teach. The first class I met was the first class I had ever taught. But the experience of teaching ignorant, ill-prepared students in Wisconsin who couldn't read, write or think in a sustained way was one of the most important contributing factors to the joy in life I found as a teacher. Almost anything I knew they didn't know.

It was therefore my responsibility to experiment with the forms of knowledge which had been given to me through the system of education from which I had just come, to experiment with these forms of knowledge, to see if there was anything I knew which could speak to the concerns of the students of Wisconsin. Since I had no preconceptions about what an appropriate approach to them could be I accepted what Virgil would call a child-centered curriculum, although I did not think of it in Virgil's terms. I would prefer to call it a mode of education and a mode of teaching. I thought of philosophy as a series of ideas, concepts, and a flow of associations through the history of western man and world man which, if properly arranged and properly developed in terms of the concerns of the students, could result in their taking hold of their own education. They could help to teach each other. My duty was to bring to them philosophers and ideas they hadn't previously known about. They had heard of some of the philosophers, but they were unfamiliar with any sustained thoughts produced by any figures in the history of literature or of philosophy or culture.

This is the natural condition of man, not merely of American students. I propose that we think of ignorance as the natural state from which it is our opportunity to redeem the human race. Then we can put what Virgil has called the child-centered curriculum into its proper language. That is to say, the function of the teacher is to enable the student to go more deeply into the knowledge sources which lie within himself and his society and culture. We want the student to emerge from his education with some conception of where he fits the history of the human race and what the resources are in contemporary culture and in the great literatures of the past which can help him come to terms with himself.

I learned back in those early years to look at students not as opponents, not as people whom I could instruct in the things that I had been taught, but as people with whom it was my responsibility to work in order to raise the level of their sensibility, to deepen the level of their awareness, to deepen the level of their knowledge of a number of questions about which they had never thought before. In order for them to come to grips seriously with their own concerns and with their own lives it was necessary that they should do the thinking. This meant that the entire educational pattern of the lecture system, the academic credit system, the examination system, and the grading system should be thrown out and that we have a chance to start all over again.

We used to try new ways of teaching the students in Wisconsin, and discovered a fair number of simple devices which came naturally to some of the teachers in the philosophy department at Wisconsin through which it was possible to reverse the usual bad effects of a system which in my judgment seemed designed to bore students and to make their knowledge trivial. Having come from the British system which operates without the continuing series of tests and without the grades carried out to three decimal points, and the rest, I was appalled by the American system. I have remained appalled by it ever since.

When, inadvertently, I became a college president I found myself in the middle of an experimental college where the conventional system of European and American education had been removed and a new system had been built on the idea that the function of a university or college was to carry out educational responsibilities toward the student. I found at Sarah Lawrence an entire variety of educational ideas which I had never seen in operation before. The college was assumed to be a place for students to educate themselves and to be given a chance to come to terms with their own lives, to make their own decisions and to become intellectually and culturally autonomous. That possibility is lessened, in some cases to the degree of zero, by the regular system of the American university and particularly in the Ph.D. programs. These seemed to me, as I looked at them after having taken a British degree, to be programs designed to crush the intelligence, the imagination, and the curiosity of all graduate students. Gus has already referred to some of these weaknesses in his fifteen theses about the reconstitution of the Ph.D.

In the interlude between leaving Sarah Lawrence and coming to you this morning I have had the advantage of working directly with the radical students who are political and social activists, and with some of the educational reform students, starting with Michael Rossman and some of the pre-1964 rebels at Berkeley. I therefore speak about educational problems from the point of view of the students and with the fundamental proposition in mind that the reason for the existence of the university is for the personal, social, cultural and intellectual development of students. I believe that whatever we do in the future with the graduate schools in their relation to undergraduate colleges must be done in support of that proposition.

I therefore argue that students should be on boards of trustees and on faculty committees and on the decision-making bodies of the American university and college. I argue that, not for the sake of a political rearrangement in submission to political activists who have demanded such inclusion, but in order to reconstitute the university community in a way which takes account of the fundamental purpose for the existence of universities. I have found that some of the most imaginative and interesting curriculum-building in the natural sciences, in the social sciences and humanities is now coming from undergraduate students and from graduate students who have been released into the reexamination of their own education and are making plans for the future of the entire educational system. I submit to you that the student movement toward a greater share in making educational policy has been one of the most important contributions that our culture has given to the reform of undergraduate and graduate education.

I would also like to say in passing that having read Glenn Dumpke's recent statement about how to save educational time and money in California and submit to budget cuts without losing your mind, I disagree with the argument that the B.A. degree can be achieved in 2 1/2 to 3 years. If our conception of education is that of taking X number of academic credits in X courses with X number of grades then, of course, we can do it in six months, one year, two years. Most of what is now taught in the undergraduate college could be taught in about six months, if we took one curriculum area at a time. That is to say that an intelligent student, spending six months in each of the areas now covered in four years, could run through the material now offered in six months to a year.

But I believe that the period of gestation of ideas, the period of association with other persons, the period of mutual influence of young people and older people in a community of scholars and activists and of concerned persons is the crucial element in education. I do not argue for staying on one given campus for four years in order to take a B.A. degree. I agree completely with Gus's rangier conception of the student who learns in a variety of ways, on the campus, off the campus, using the world as a campus, with a variety of educational experiences. It is not simply a question of shortening the B.A. by increasing the speed of coverage of subject matter. We need periods of gestation and personal growth, spiritually, intellectually and emotionally.

The difference between myself and Gus in terms of our outlook on the Ph.D. is precisely here. You will recall that Gus said that the Ph.D. was a first-rate instrument for achieving the goals of education up until approximately 1960. Let me put a gloss on that. Yes, the Ph.D. was an effective instrument for serving certain interests--academic interests, commercial interests, social interests, political interests--in a capitalist democracy. But the Ph.D. of the past and the adaptation of the Ph.D. to certain conditions in America leaves the main question open. The Ph.D. did serve to enlarge the benefits of those already benefitted. It did prepare people who fitted into the slots of the society where they were needed, but it also corrupted the educational process by making it a practical vocational degree in which one either used one's Ph.D. to go into industrial or other forms of research, or in the case of the humanities, to do the various things which Virgil has said that the graduates have done and which in my judgment were negative in their effects on the total body of learning and American culture. They turned the universities into academic institutions separated from the culture they are designed to serve.

This brings me to the contemporary situation. My information is drawn from going about the country working with the young people at educational reform conferences, inside the peace movement, going to universities around the world, talking with students and administrators about the role of the universities in trying to stabilize the social order and at the same time trying to meet the new needs of a new world generation which is rebelling against the established authority of the university. The crucial distinction between ourselves as educators in the '70s and ourselves as seen retroactively in the 1950's is that now the world generation of students is growing up in a mass culture which is shared by all generations. One of the major differences between this generation of American undergraduates of the later 1960's and early 1970's is that they have grown up in the same culture as their fathers and mothers. In many cases they have grown up in a more exciting aesthetic cultural and political environment than either their teachers, their mothers, their fathers, or anybody else in the organized society of the forty to sixty-year-olds whose established values--political, social and cultural--were set before we knew much about electronic circuitry.

A thirteen or fourteen-year-old interested in problems of foreign policy, and particularly in the war in Indochina, has available to him most of the same resources of information and insight about the war as his mother and father or his teachers. In addition, if he is really interested, he can associate with other fourteen and fifteen year olds and the older ones within the draft-age group who themselves have become more sophisticated, having read the literature of the Indochinese war and having been more actively interested in stopping the war than the members of the older generation, including his present teachers. What has been considered to be a rebellion by the youth against the elders and against the established authority is in fact a reconstitution of the total milieu in which young people grow up and a reconstitution of the cultural, political and social milieu in which all of us live as we share a common mass culture.

This has had a sharp effect in changing the course of educational history over the 1960's. The changes have been referred to, more often than not, as evidence of student unrest or evidence of a student political-social movement of protest. Most administrators in the universities have been appalled at the degree of intensity with which some of the young people have practiced their resistance to the established order and its established authorities. However, looked at sociologically and in terms of the history of the last ten years, the intensity seems to me to be perfectly natural. As Virgil has pointed out the young people have developed a different set of values. But what Virgil refers to as their disregard of facts and their faulty scholarship is not the whole story. They are capable of going through the phase of impetuous scholarship and into the next phase, that is, of going to graduate school in order to equip themselves at a higher level of sophistication with a wider variety of ideas. They have discovered their own need to know more, the need for scholarship in order to mount new programs in education, politics, or social change.

There is a new kind of graduate student who enters graduate school, not in order to stay out of the draft, not in order to indulge in a cultural habit of going on to graduate school because there isn't anything else that's terribly exciting, but with the explicit intent of becoming an agent of cultural and social change. He intends to equip himself with new ideas, new facts, new possibilities gained from work with professors of all sorts, and particularly from his association with other graduate students who are intelligent, interesting and active. This motivation has produced not only the radical caucuses in the professional associations but a new conception of what graduate education means and a new conception of the role of the graduate student in his own education.

These questions are interconnected with the fact that we all exist in a new kind of mass culture in which the elites within the university community became analysts of the total culture, and make predictions as to where it is going and what it is doing. The older conception of the university professor was of one who belongs to an elite of scholars lodged within the university with special privileges and special forms of knowledge which he is willing to share with others at a certain price. That conception, in the view of the intellectual activist, is no longer valid. The activist sees the university as a public resource for dealing with the cultural, social and political problems of world societies. A doctrine of relevance has been introduced along with the idea of the university as an agent of social and cultural change. The activist students over the past ten years have been pressing for this newer definition of the role of the humanities and the social sciences in world society as well as for a reconstituted definition of the university itself.

A doctrine of Naderism has developed among graduate students. Architecture students are asking, Why do we have a curriculum so bereft of social significance with such a heavy emphasis on middle class housing? Why aren't we developing architectural schools which deal with urban problems in a much more broad-ranging and deep-going way? The law school students ask, Why don't we develop a curriculum which deals with the problems of the poor and a democratic society in a state of prerevolution? The medical student is saying, Why do we not have curricula related to a new practice of medicine which deals with the public problems of health and not with the private concerns of physicians?

Throughout the whole of graduate education one finds this emphasis welling up from the mass culture and from the young people who wish a different curriculum from the one they have been given. In the humanities they are demanding their own conception of relevance. In the social sciences they are doing the things of which Virgil Whitaker spoke so disparagingly and with such wit. But let us examine their ideas a little more closely. In a piece in the Partisan Review, A. Alvarez, the British critic, has reviewed the Annotated Lolita and has written about the present difficulties of the English professor. "Teachers of literature," he says, "are fighting a losing battle against the indifference of their students who believe like all students that wisdom begins with them. But unlike most earlier generations they also think themselves revolutionaries which means they no longer have time for the past."

Alvarez goes on to say that Eliot, Coleridge, Shakespeare have become irrelevant in their eyes. In comparison, real literature is "what comes at them through a P.A. system in a haze of pot smoke to the sound of finger bells and guitars. In the circumstances the only hope of their professors is to try to keep up to date and tempt the kids at least into the near past with works that were outrageous when the professors themselves were students."

It is with this point that I take issue. Most English professors do not understand what the younger generation is doing. In its own cultural milieu, the younger generation has invented new works of art, dance theatre, musical composition, and new forms of theatre itself. The younger generation has made major contemporary contributions not only to ballet, to theatre, and to dance, but to a new conception of mixed-media art in which painting, sculpture, design, poetry, film and sound form the material for new styles of expression. I think Alvarez is dead wrong about the young artists and the classical tradition. He should go to Central Park and see the throngs of young people who go to see the plays of the Shakespeare Festival Theatre. The young people in the colleges are not saying that Plato is irrelevant, or that Hobbes is irrelevant, or the history of the past is irrelevant.

They are saying that in the contemporary curriculum, the humanities are taught as if the young people are all going to be academic people, lodged within the academies or teachers of the same discipline which the professor has been teaching. Alvarez is wrong, also it seems to me, in saying that the way to tempt these young people back to the past is by giving them a taste of writers who were outrageous when the professors were young. These young people are themselves outrageous, and they have their own outrageous writers. It is not true to say that they are lazy, slothful and incapable of working eight hours a day. Most of the young people I work with in the field of dance, theatre, music and social activism work fourteen to sixteen hours a day. They do not consider time, either their own or anyone else's, to be an element to be taken in sections, but in long loops. I find their enthusiasm and the amount of energy they are dispensing in cultural, political and social action to be astonishing. Although their attitude to America is often expressed in the rhetoric of denunciation, they do not stop there. They go forward into action.

If the graduate schools are going to achieve the vitality necessary to invigorate American culture and American society at large in the future, the curricula in the humanities are going to have to become much more like the curricula these young people are devising for themselves. Some of them are dropping out of universities; many of them can't find a university capable of containing the enthusiasm they feel for humanistic studies. They can't find teachers who can give to them the kinds of instruction they need for their own spiritual, social and personal development. They are therefore forming their own communes, their own study groups and learning centers outside the university, and then hoping to find places within the university to which they can come in order to continue the development of ideas in which they have become interested.

The recommendations for change which the younger generation of scholars and cultural activists are making are not very different from those of the Carnegie Commission report and Gus Arlt's fifteen theses, except that the young wish to go farther in the same direction. There is the same interest in increasing the flexibility of all requirements, in the idea of working both inside and outside the university in alternating periods, in emphasizing the quality of intellectual experience instead of the quantity of academic success.

The younger scholars would also agree with Virgil Whitaker in a good deal of what he has said about what is wrong with academic scholarship, and I think, if pressed, Virgil Whitaker, beneath the irony of his public statement, is actually interested in the changes they seek. Plato and the Greek philosophers have something to give to anyone who will listen. The young people know that. They are working on some of the same questions which worried the Greeks, and they are happy to bring into their own ranks anyone from the history of thought who shares their concerns.

They simply wish to decide for themselves the point at which a given figure in literary history is asked to join them. They are happy to join forces with Shakespeare and to treat him seriously, but not consider him as the subject for the kind of research favored by the academic specialists. In this form of the battle of the books, I put my money on the young.

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DISCUSSION

SPRINGER, University of New Mexico: I think they are all highly concerned about where we are and where we are going, but I think they differ, of course, in their own training and background and outlook on what the humanistic conditions tells us to do at this point. I think I hear, and it is dangerous for me to put words into their respective mouths, I think I hear Virgil being very much concerned about the future of the profession, whether it be literature, whether it be philosophy, or any of the relevant pursuits we have come to know and define by specific terms and the future of scholarship. Including here Harold saying to us, OK, but what are we doing with the whole man and how he fits into society and that is why he feels that there is really nothing wrong with the child-centered graduate school except that it should be a person-centered enterprise. And I hear Gus saying to us as the elder statesman which he is, boy we had better change, do it soon, do it rationally and with fifteen practical steps. Now with this little summary I think I can get off the hook of providing another summary and simply launch us into questions from the floor or questions from one panelist to another. Do we have any questions or are we all so stunned that we have none?

RICE, Claremont Graduate School: I don't think we can ask questions in the same rhetoric.

BURKE, Arizona State University: George, I would like to make an observation. Mr. Whitaker did talk about the humanist trying to emulate the scientist and particularly with respect to the aura that is presumed to surround them and I think this is only natural that at least many of them would do it if they were at all concerned with what some of their own have said in the past. I think in particular what Mark Twain said when he said that there's something fascinating about science. One gets such wholesome returns of conjecture, such a tritely confessment of fact like life on the Mississippi. I think Professor Whitaker talked about that when he talked about science and I think they are related.

WHITAKER: Do you think that's an accurate description of what goes on in the sciences to some extent?

BURKE: I think I would say that it's just as you said; when you talk to scientists you don't talk to a homogeneous group any more than you do among the humanists.

WHITAKER: The humanists I know who talk about science they just don't think about it.

TAYLOR: On the other hand the quality of the scientist who is willing to move beyond his own data into conjecture, into some aspects of humanism with a broader outlook, I think if we are developing graduate students in the mode of an Openheimer rather than in the mode of developing Ph.D.'s who can work for industrial chemistry firms, we don't have a separation between the humanist and the scientist at all. The investigation of natural phenomena is an exciting and aesthetic adventure as is investigating and reading poetry. And I think it is because we have compartmentalized and departmentalized sectors of subject matter and have thought of education, especially at the doctoral degrees in the natural sciences as that; rather than thinking of it as speculation on the nature of phenomena in their place within the universe that we tend to get narrow specialists in the sciences and narrow specialists in the humanities. I know if I can be personal again that one of the most striking things that changed my intellectual life was working with a biologist at the University of Toronto. I was a student in philosophy which meant that most of my work was done actually in the field of philosophy, but the work done in biology with one of the professors at the University of Toronto had more effect on my thinking in philosophy and in a sense in literature, (took me to Bergson and to other philosophers whom I haven't really understood before) than almost anything I did in the field of literature. And I have always had that as part of my educational experience and as part of the repertory of arguments because it had such a deep effect on me. I would love to have every kid understand science the way that teacher made me understand it. But nature itself is a poetic image, a creation of fantasy supported by a set of things called facts and the relationship between scientific facts and conjecture is one of the most fascinating philosophical questions which then does make it not necessary to separate humanists and scholars in the arts from the scientists.

BURKE: I can agree with you. In fact when George wrote to me about the panel and made some remarks about the fact that there would be four humanists this time; we're going to have a good panel, I pointed out to him that I felt that chemistry in essence is really a humanistic study. I think that conjecture is fine and I think this is the way that certainly the sciences move ahead. We have to have conjecture as an essential element. The only thing I would add here as a word of warning is that we don't believe the conjecture, but we use it. In other words we use this as a stepping stone and that gets back to what one of our panelists said about testing these facts or these theories; I think it was Dr. Whitaker.

ARLT: I have long had the theory, also conjecture, of course, that what went wrong with us is that we use the word science in a sense in which it was not originally intended to be used. The idea, the parent word meant learning. The Germans missed the spirit by using the German word wissenschaft which covers everything. And we in the English speaking world split off what they call science for the natural, physical sciences, etc. Well, originally there was no such thing as two cultures. The great scientists of Sixteenth, Seventeenth, and Eighteenth centuries, Kepler, and Decartes and Newton and Leibnitz, mathematicians, physicists and later on the chemists in the Eighteenth century were all humanists. And they worked exactly from the point of view that Harold has there that the world of nature is as beautiful and as constructive and idealistic as anything the human race can do. For this reason I am entirely out of sympathy with the people who want to make humanities relevant in the sense that they want the humanities to do something that they really were not intended to do at all; to apply themselves to existing problems, immediate problems. This was always a matter of some contention between Barney and the Arts and Humanities Foundation because Barney wanted the Foundation on Humanities to make out of humanities something that would do something about the urban problems and the civil rights and about everything else that bothers us today. That's not what the humanities are for. The humanities are to give you a broader feeling, a broader view, a broader conception of everything that goes on and not just simply a particular problem.

TAYLOR: Let me speak to the controversy regarding Barney. This isn't Barney's argument. I know the argument that he's made because I've seen it written out and part of that he had to tie on Congress when poverty funds were available. But the humanities in an enlarged conception includes LeRoy Jones, includes a Black theatre, includes all the new art forms derived from the mass culture and jazz. One of the troubles I have found with the humanities people is that since they are separated from the arts by definition by the two endowments is it would have corrupted the hell out of the arts if they had put in together. I am glad that Barney is out by himself. The conception of the humanities to me should include a conception which makes the living art form, but in this view, of artists in particular from the subcultures which we have paid no attention to in the past. These are the humanities, Gus; wouldn't you agree?

ARLT: Sure, they are part of the humanities.

TAYLOR: Then that's related to the urban problem, but not by way of curing them. You wouldn't cure them with LeRoy Jones. The white community alienated would make the problem worse. But it is not the function of the artists to cure social problems. Part of its function is, I guess, to make people mad about the society, to be the enemy of society.

WHITAKER: I would like to comment on that. I certainly agree that it is not the problem or the job of the humanist to cure social problems. But I would also say that it is not necessarily the problems of the humanities to be concerned with a particular set of human problems. Take your architects whom you mentioned who said they ought to be studying problems of housing, etc. I would agree with this as a part of architecture. On the other hand I thought of this when you were speaking, Gus. Let's take the real impact of the humanities. It seems to me it's upon this kind of thing, it seems to me it would not be upon a particular kind of design, etc., this is the problems of the architecture as a professional school. It seems to me that anybody who has had a good humanistic education ought to revolt at what we've done, for example, to our landscape at the spreading slums along every highway leading into an American city, and so on, and not because he's an architect, but because he believes in certain values in life and certain standards of taste and so on, and they are obviously outraged in the United States. I remember the worst shock I got when I came back to the United States after a considerable period in Europe. It was when I drove from my house down the highway below Palo Alto. That is simply awful. And it is awful not in terms of techniques. It is awful in terms of fundamental values of human life, aesthetics and all the things the humanities are supposed to build up.

TAYLOR: I know architectural school curricula moderately well, and its developments over the last twenty-five years is a special interest of mine. It's only in the last five years, really, that the conception of designing human communities has entered the thinking of architectural curriculum planners. And if I could put it that way rather than the study of urban problems I get a short circuit in describing what I meant; the conception of human habitation; the conception of making a visual and cultural environment by what you do with the buildings and where you put them. Now that was done rather accidentally in Venice, for example. It was done in an authoritarian society by people who said that's the way this city is going to be, and their conception of St. Mark's Square resulted.

WHITAKER: They had certain conceptions of beauty and so on.

TAYLOR: And they were able, since they didn't have any zoning laws except those dictated by whoever was in charge, to say this is the way this place is going to look. Now we have to do that the hard way--by the process of education which is so large within the economic and political system that you would have to organize a committee of Whitaker supporters in order to fix up the approach to your place and you know, you would be against the real estaters, you would be against Reagan; you would really be in trouble. You would find you were spending all your life trying to make the approach to your home more visually attractive. And I think as far as the architecture schools go, they have not bothered with the economic, political and social conditions out of which the visual horrors come. It is a separation in this case of the social sciences from the humanities, architecture from its political and economic base that has made architects the creature of real estate developers.

WHITAKER: I don't agree with the situation as coming completely out of social and economic conditions. Let's switch the figure from Venice to a New England village which is certainly a thing of beauty. And it's a thing of beauty because the people who built it had to use the available materials and cut corners, certainly. After all the New England house is about as simple as you can build a house with a given body of material and space. Nonetheless, they built the kind of houses they did because in addition to economic pressures they had standards of dignity and beauty. In other words they were humanistically educated in a way that modern Americans aren't. I'm prepared to argue that.

SPRINGER: Well now I hope that aside from our articulate panel we can still get some participation from the floor and I know that Dean Emil Lucki has been very very patient. Emil, the floor is yours.

LUCKI, San Fernando Valley State College: Thank you Mr. Chairman. I am not asking for the floor. I simply want to ask a question of Gustave. The theme of your fifteen theses is that we ought to reform and if we don't reform someone will do the reforming for us. I can see two agencies doing the reforming. Either President Taylor's friends, the activists, or the legislature. Would you comment on what the legislature is likely to do for us?

ARLT: What it is likely to do for us or to us in reference to reform? Of course, it is perfectly obvious what the legislatures are interested in is reducing the cost of education and anything that they can do to reduce the cost they will go ahead and do. Some of the suggested reforms in my various points here had to do actually with reducing cost. But reducing them in a manner that will not damage the quality of higher education; not abandon education. The state legislature said let's go ahead and cut back on the money. Actually in some states the state legislature can go ahead and say OK, from next year on you are going to have a three year baccalaureatte program in all of your state supported institutions. Now that is, from where I sit, the worst way to go at it. If we are going to have a three year baccalaureate let's make it one we can subscribe to, one that we have developed ourselves, and not one that is dictated to us by a state legislature. That's likely to happen. In the few places where they have already begun to work in individual acceleration of the baccalaureate, the legislatures applauded. They are just waiting for it to develop. So this is one thing that I meant when I said things will be changed whether we like it or not. The activists are certainly going to change it too. And they have already done a great deal in changing it. I'm not entirely certain that many of the things they have done are desirable. I think, for example, open admission such as we have now at the City University of New York and a few other places are disasters.

TAYLOR: Well, may I speak on behalf of my CCNY. The City University of New York is notoriously backward in dealing with the main problems of free education for the citizens of New York and if my Puerto Rican friends hadn't taken over the building two years ago it would be ten years before they paid a damn bit of attention to either Puerto Ricans or the poor whites and the open admission policy at City University is not a disaster. It has done some terribly important things in loosening up the curricula. It has brought in at least 150 new kinds of teachers with a kind of young people needed badly in the country who had never been employed. They had to get this new kind of ghetto teacher in in order to deal with the new population. The curriculum of City University has been archaic for years; falling into that departmental rigidity and everything else. Well, one of the things that the Puerto Rican open enrollment policy has done is that now not only the poor whites, Blacks, and Puerto Ricans have a chance at the ball game, but the curriculum has, I think, been enriched and improved. So I would like to deny that as a disaster area in terms of personal experience with what has happened at CCNY.

ARLT: This is a matter of position and opinion as to whether they have done a great deal of improving. It certainly has improved a lot of things. It has loosened up things. But it certainly has not solved the problem of what do you do in the way of remedial work for the people who are ill prepared.

TAYLOR: I guess it has made people face that for the first time and they are finding ways, not of remedial work, but of working over more sustained periods there. They're saying there's no special merit in taking a four year degree, why not take a five year? In other words that's why this time thing change bothers us all. Everyone is trying to shorten it up when in some cases the educational lacks are demonstrable. And I like your in and out idea too, because a lot of these kids associated with their peer groups from time to time, could get the level of their reading and writing up without bothering to have a full paid instructor.

WHITAKER: But why need this be done at a university instead of at some kind of a preparatory school?

TAYLOR: Because in the preparatory school--that's a fancy name for New York high schools--it isn't being done except in certain places. It can be done best by stimulating new kinds of thinking and new kinds of education in the university. It won't be done anywhere in the lifetime of living kids. So we will lose another generation while we are still fussing around trying to make prep schools out of high schools. In any case this is the function of a high school.

ARLT: We don't differ a bit, Harold, on this. As a matter of fact, I think we reinforce each other's position. I've said that remedial work should be handled not by the university but by special institutions and should be paid for by federal funds and not by local state funds because it is a federal problem. That is one of the great responsibilities of the entire country to bring these people up to where they ought to be. But also, I am not denying at all that the disruptions in New York had some good effect on City University. It loosened it up.

DILL, Teaching Associate, University of California, Irvine: Question for both Mr. Arlt and Mr. Taylor and it is on exactly the same subject, but I would like a little deeper analysis. We were told that the university was functioning well in servicing an essentially bureaucratic, technocratic, commercial, democratic, middle class society, and that it did this extremely well in the '50s. Certainly, the students have given us reason to believe that this isn't going on in the future. But what I would like to know is why is it inevitable? Why is the university going to change? What's the inevitability? I can plainly see the legislatures instituting some of your reforms for economic reasons and it seems to me they will accomplish none of the goals that Mr. Taylor has in mind most of which I agree with. I can see the humanities becoming as technically oriented in producing people for doing technical jobs mainly for manning universities in the humanities producing more of us as they are now. Where's the inevitability in this? Mr. Whitaker I think is perfectly consistent in one respect: the sorts of people he wants in the university are exactly the sorts of people we have had for numbers of years in the humanities. They are the technocrats. I am one of them. I've been produced to go on and teach in the university, to go on and do research. I have not been produced to go out and teach in a high school or in a vocational school which you like to see, or in a remedial school. I wouldn't be happy in that. And I can see the humanities going on in this way. It's not that I dislike the demands for rigor, it's simply that I don't see any inevitability in this at all except for the words and I think that's the important issue that this group has to consider. You people, I mean the faculty, we know is reactionary. It has been for years and I think it will continue to be except for the young. So its going to rely on this group of people that decide where the graduate level goes to resist this. Give us some argument as to why it is inevitable that it's going to change so we can have some confidence that resisting it is going to be useful or even possible.

ARLT: You said that the faculties are conservative. I would say that the faculties in general are reactionary. I don't agree with you that the young faculty is less conservative or less reactionary than the older faculty. As a matter of fact I am more radical now than ever I was as a young man. And I think that only the experience of age gives one the right to become really radical about anything. When I say that things are inevitable I mean by that that we have gotten to a point where we see perfectly clearly that the universities especially in the humanities are not performing the function that they ought to perform. Of course one of the important functions of the graduate schools for humanities is to produce teachers for universities and researchers but a limited number, because there's really need for only a limited number; we really don't need hoards of them. It's also the function of the humanities graduate schools, however, to produce the kind of people that you say you are not--people who can teach on other levels and who want to teach on other levels because that's where we have to disseminate humanistic doctrine and not in the graduate school; that's too late anyhow. If a person is not already humanistically oriented by the time he gets into graduate school, even before he gets into that part of undergraduate college he's never going to be a humanist. So the inevitability lies in the fact that we must loosen up our graduate schools, particularly the humanities graduate schools in order to provide the kind of teachers that we need not only in undergraduate colleges but in community colleges. By golly we certainly need them in the community colleges, especially in the urban centers in the east. I've been looking at community colleges at places like Hartford, Connecticut, and they are disgraceful because they don't have the people who are so trained as to do any good in that environment. Now that's what I see as inevitable; if we don't do it we're just simply going to kill what we already have.

DILL: That's ideal. I agree with it. That's precisely what the university ought to be doing now, but the question is really, given an uneducated populace, given a legislature that behaves the way they do then I don't have any hope, at least within the university, that we are going to be restructuring. The ways are beyond our control. I agree with you, it's an ideal but it is certainly not an inevitable fact.

TAYLOR: Well, there's two things speaking narrowly specifically about the graduate schools and their contribution. I would add to what Gus said the following: The graduate school is in a strategic position to develop a new attitude toward teaching and toward the role of the teacher as an agent of cultural change and of social change, too, if that's one's wish. And I would disagree with Gus in his statement that if you haven't had a student humanized in high school and college, then you can't do anything in graduate school. I've seen lives transformed in ways that could never be imagined to things that have happened in the situations of graduate education. If you think of graduate education as one's engagement in a series of experiences within a given kind of community on and off the campus of students who live together in loosely organized communes who go deeply into the issues that bother them, explore each other's consciousness and beliefs and convictions then here your students of philosophy can increase the dimensions of the process. Things will change when the dean of graduate education and the administrative persons associated with them are willing to stand up to the values of the state legislature; when they are willing to appear at hearings, willing to make public statements, to be quoted, to go on television, to act as the representatives of these values which to these communes are important. And there are polititians, John Brademus is one of them, Clayborn Pell is another, a variety of polititians who will support the ideals which Gus was enunciating in his fifteen points and all that we all share here and who accept the political responsibility for making the things happen including those senators who went down the line in support of the Endowment for the Arts and Humanities or others who have gone down the line in support of student loan funds and the rest. Now that's one of the things. We have in the graduate school prestigious (in strategic terms prestigious) established places where the values which we have got to sustain in the society at large are a part and we must find better ways for presenting these politically to the state legislature because we are allowing people like Reagan and some real political tramps to make policies and almost unopposed, they make a big statement on what education should be and they are not challenged by anybody. I would like to see a state-wide or nation-wide program not just left to the social activists among the students and the young graduates, young graduate students, but sustained by full professors of every kind saying here is the value of higher education in America, you're going to destroy the country if you keep cutting the budgets. And put chapter and verse down and stand up and be counted. Now that's what the young people are doing and they are being blamed for it. It's called student unrest; it should be called student sustenance of the values of democracy. And the kids should be joined by the full professors and by the administrators.

WHITAKER: Let me add a point because we were talking about this before; what you're saying about a core of students. But let's face this. The activists that I know on the Stanford campus are not trying to buttress the virtues of democracy, they abhor it and they are trying to destroy it. Well, now this is something else.

TAYLOR: I am so happy you're going to have an opportunity to read my book because after reading it you will discover that the kind of Stanford student you are talking about is in such a minority on most campuses as to be absolutely ineffective and the violent radicals who want to disrupt the democratic system are bing denied by a new kind of non-violent radical who says "drop dead, go underground if you want." The violent bombing crowd, the take-over-the-building crowd, the disrupter of speeches at Berkeley is no longer a dominant influence.

WHITAKER: I know that but I am also saying that the kind of constructive radical you are talking about is the smallest minority of all in my experience.

TAYLOR: The constructive radical? Well, I find quite the opposite. And here I may have the advantage in actually working on as many campuses. There I find more of the non-violent radical and liberal forming a new kind of coalition, especially this year, following the May events last year, than ever before. The conception of Weathermen busting our buildings and setting things on fire has been superseded. It was almost outdated at the time of the Wisconsin disaster. That put an end to that and the Weathermen themselves issued a statement that they are going the non-violent route now. I know you will have violent, non-students, in every society and the point is whether or not the mystique of violent action has an impelling quality for social action by others. Now there was a danger of that a year ago I would say when some moderate and liberal students while not condoning the use of violence didn't object to it. Their favorite way of putting it was "I don't condone it, but I understand it," which meant that if the ROTC building was burned down, or if a speech by Strom Thurmond was disrupted, the moderate and liberal and radical non-violent students didn't take any steps to condemn the act. They said they understood it until the Wisconsin bombing which I think was recognized by the student community even in Wisconsin among the radicals as really a serious threat to any possible continuance of a social order if they're going to bomb in order to achieve change. So that I find the non-violent radical and the strong activist liberal to be the dominant student group actually carrying on. If you look at the war-resistance movement as of now the major thing that has happened in January and February has become the revival of the teach-in. At Yale and at Harvard both last week there were peace teach-ins which combined members of the community with student body and faculty organized by a faculty-student group including the radicals. Ken Kennison, Bob Lipton, and Michael Lerner up at Yale organized a teach-in on the war and brought in very strong anti-war speakers. It was a revival of the teach-in as the instrument replacing just a sheer demonstration and confrontation and all those things. The same thing happened at Harvard. I see that as the dominant student movement this year.

WHITAKER: Do you see this as helping to solve the problems facing the university specifically in terms of the uncertainty of the outmoded conservatism in the old group, unweildliness, etc., of curricula?

TAYLOR: That's one part of it I think. One of the things I don't think they do, but I want them to do is get involved in the curricular structure of the university intelligently. But Virgil they are involved intelligently along with one other instrument they're taking to educate the community at large through a new conception of curriculum. Curriculum goes beyond the classroom with the single professor. So that when Kenniston and Lipton and Lerner at Yale worked with students in sponsoring a teach-in with first rate teachers dealing significantly with serious problems of Indochina, that is a curriculum change. It happened to go college-wide. Now I think this is where an awful lot of important new developments can occur. The collaboration of radicals in the faculty and in the student body with liberals and educational reformers not only in making the curricular changes you would like to see made and that Gus was talking about and that I am in favor of, but in terms of reaching out into the community to accept the responsibility of raising the issues and educating members of the state legislature to the fact that there are ways of using one's scholarship, and the informed opinion of the university community to face the issues of the society at large then the state legislature is going to have to listen and be educated. I think if we work at it we can build up a body of community education centered in the university and invite the state legislators in to become educated.

BRAGONIER, Colorado State University: For the display of brilliance and beautiful language that we have seen I find much that disquiets and much that reinforces my feelings of inferiority and so I don't know whether I can make my question clear or not to get it across. I have very little contact with legislators; I have no contact at all with our state board; no contact with the state commission on higher education. I do have contacts starting tomorrow with a group of department heads and professors concerning attitudes relative to changes in the kinds of programs that they invision for their students. We meet with almost complete resistance. I would like to hear all three of the panel members tell us as graduate deans some of the tricks that they may have learned or that they may envision that may enable us to go back and to use whatever methods are effective to bring about the kinds of changes that you are talking about and with which I am fully in agreement. How the heck do we implement some of these things? How do we get these resistance-laden conservatives--well, I have other names for them, but here's where my language runs thin--to change what appears to me to be utterly stupid ways of planning graduate student programs. It's that simple. Do you have any suggestions?

TAYLOR: I am not at the moment a dean and I don't intend ever to be one. The two things--and I say in passing that Mr. Whitaker's term of the faculty members being gentlemen and therefore kind--I have found that friends of mine who were in my faculty at Sarah Lawrence when on a committee where they had any power at all turned into monsters. A perfectly nice guy and he's a monster tomorrow because he became chairman of a committee. I think that the dean of graduate studies can exert an enormous influence in the quality of appointments both in his associates, but in the departmental chairman. In How to Change Colleges I analyzed as best I can the role of departments. And I placed the power center in the departments. I would suggest that's where educational policy is made through the graduate school. And you as graduate deans would not be able (unless you really had an extraordinary gift available only to a few people like Virgil's friend)--to overrule a departmental educational policy. That's where the tough part comes. They want to hold onto their privileges and their specialties and their courses and just do it their way, and any effort on your part to change them they say is interference by a damned autocrat. And then they scheme to undermine you and get a new dean who's amenable in keeping everything as it is. So take a look at the department, then, and at your power as a graduate dean in making the appointment to whatever administrative positions are going to determine departmental policy. I think that graduate deans should be involved in some way with the process of departmental appointment for the chairmanship. See what can be done. There may be others whose situation is not quite as desperate as yours. Secondly, I think that whether or not there are policy decisions to be made about new programs could be conducted in any phase of graduate education. There is the construction of new programs, and there are new programs possible to build without increases in budgets. I think we've got to get used to working (without increases in budgets) on how to reorganize what we do. There is a lot of waste time, motion, and money in the present system of graduate education, and if you try to rationalize, make more rational the distribution of existing funds then you will find a policy of decisions over which you do have some degree of control because of the budgetary necessities. For example, carrying out one of my favorite notions, is it possible for you to exercise influence in saving money by reorganizing completely the programs of graduate assistants. I am sorry not to have been here yesterday to hear what the graduate assistants and those who are working on those problems had to say about it. But in my look at the national situation, looking at the contract negotiated by the graduate assistants at the University of Wisconsin in which the content of the curriculum was a negotiable item and the teaching rights of the graduate student--they are included in the contract--as graduate dean one can exercise some degree of influence through working with the graduate student as teacher and under the guise (now you don't have to be sneaky about it) of reorganizing the teaching system see that unnecessary expense isn't taken by the regular lecture system of graduate assistants correcting papers and giving grades. There are a number of things to be done in reorganization of teaching by giving autonomy to graduate students to teach groups of ten to fifteen or twenty freshmen and sophomores as honest-to-God teachers. Now I think if you generalize on your relationship to the budget and the relationship to the teaching system and in these programs you might decide to give one sociology professor his salary for a full semester for teaching thirty-five to forty sociology majors full time and they just work with him and with no one else for one full semester. That can kind of be a breakthrough in teaching sytle. And in educational change in the direction that Gus wanted to go even though it wouldn't be called that. And then, of course, extending that, you may get experimental research or educational money from the state legislature or possibly get foundation money to do anything extra which is why I stay within limits of existing budgets. But I think you can exercise leadership working with individuals as well as possible groups among the graduate students and (continued) their liberal minded colleagues in the department to start some of these things going without increase in budgets.

SPRINGER: One of the possible answers, Wendell, is that if you have some interdisciplinary interest groups on your campus (I don't see Lawson Crowe here any more, but he's got some) and if by any chance one of your responsibilities as graduate dean may also be in the research area, there are ways I think in which some enticements can be offered to faculty to participate in activities which then feed back into the instructional process. It's not easy either.

ARLT: I will just very briefly say something here. I have been working with a large state university in the East for the last several months and working particularly on the fifteen points I have got here. The administration was entirely ready and willing to go ahead with the implementation of these things and have gone to the expense of making an application for foundation funds to put it into effect. But both the president and the graduate dean and the other administrative officers say we can't get anywhere without selling it to the faculty. It is hard to sell it to the faculty. So I made a suggestion. You give me a list of about ten or twelve really influential people on your faculty. I don't care whether they are conservative or liberal or what just so they are influential. And give me a chance to talk to them. So they got these people together and I talked to them, not for 1/2 hour like this morning, but for three solid hours and got them to ask questions, etc. Then this small group decided among themselves--no administrative officer was leading this at all--that they were going to set up fifteen committees of three men each that they would select for these fifteen points I've got; each committee of three men for one of these theses. They did this. And they got these three men on fifteen committees, that's forty-five people you've got by this time, and they spread the word and they talked it over. Now each one of these committees of three has a group of ten that's working with them. To spread it out further right now they have 450 people that are discussing this and by this time two and one-half months after we have started this they think it is their idea--they generated it, saying who's Arlt?

SPRINGER: Perhaps we have time for one more question.

MOE, Pacific Lutheran University: Regarding this same idea I am not at all persuaded that the university is able to regenerate itself, or renew itself to accomplish these goals and I was struck by the fact that Gus, you didn't talk about implementing them. And don't you think in answer to the question by Harold Taylor--who's the university for?-students--that somehow they ought to become a part of your discussion in terms of embracing them as a part of the attempt instead of limiting it to faculty and administrators?

ARLT: Let me go back to this group of 450 faculty in this large state university. They had a group of 60 students, graduate and undergraduate, attached to them and they are all talking together.

RICE: Also, one of the better ways of combatting an administration who won't go along with you is to get a group of students involved in this.

SPRINGER: Thank you so much for coming this morning. We stand adjourned.

12 Noon Tuesday, March 2, 1971

FOURTH GENERAL SESSION

BUSINESS MEETING
Philip M. Rice, President, Presiding

1. It was moved, seconded and carried to approve the minutes of the Twelfth Annual Meeting as published in the Proceedings.

2. It was moved, seconded and carried to approve the Treasurer's report showing receipts of $3106.70, expenditures of $3375.27 and a cash balance 31 December 1970 of $1086.34. Refer to Appendix A for the full report.

   It was moved, seconded and carried to set the dues for the fiscal year beginning 1 July 1971 at $50 per institution.

3. NEW MEMBER INSTITUTIONS

   It was moved, seconded and carried unanimously to elect Seattle University to membership in the ASSOCIATION.

   It was moved, seconded and carried unanimously to elect Azusa Pacific College to membership in the ASSOCIATION.

4. It was moved, seconded and carried to hold the 1972 meeting of the ASSOCIATION at the Holiday Inn in Tempe, Arizona, 5-7 March.

5. It was moved, seconded and carried to approve the following resolutions proposed by the Policy, Plans and Resolutions Committee which consisted of James W. Brown, Chairman, Phyllis Watts and Thomas O'Brien:

   I. *BE IT RESOLVED* that the Executive Committee be empowered, on behalf of the members of the Western Association of Graduate Schools:

   (1) To prepare a statement decrying recent trends which omit new National Science Foundation graduate traineeships, NDEA Title IV Fellowships, and Public Health Service Predoctorates and otherwise curtail funds for those essential activities.

(2) To submit this statement to the membership, to the congressional delegations of the thirteen western states and to such other key individuals as necessary.

(3) To prepare a white paper briefly detailing the impact of the aforementioned cutbacks on graduate education and on the national economy and submit such paper to the director of the Department of Management and Budget, to appropriate members of Congress, to the Council of Graduate Schools, to the Mid-west Association, and to the member institutions of WAGS for transmittal to their trustees and others interested in the course of higher education.

II. *BE IT RESOLVED* that the Western Association of Graduate Schools go on record as supporting the MILLER BILL and communicate this resolution to other graduate associations and to the congressional representatives of the thirteen western states.

III. *WHEREAS* the 1971 meeting of WAGS in Newport Beach, California, was hosted by the University of California, Irvine,
BE IT THEREFORE RESOLVED that the attending membership of WAGS express its appreciation to the Committee on Local Arrangements composed of Dean Keith Justice, University of California, Irvine, Chairman; Dean Giles Brown, California State College at Fullerton; and Dean Halvor Melom, California State College at Long Beach.

IV. *WHEREAS* the Thirteenth Annual Meeting of WAGS was held at the Newporter Inn, and the staff and facilities of the Inn were made available to the membership,
BE IT THEREFORE RESOLVED that the Secretary be instructed to advise the appropriate personnel, through the management, of our appreciation of the fine services and facilities provided.

V. *WHEREAS* every WAGS annual program is significantly enhanced by the participation of knowledgeable persons outside the organization who generously give of their expertise,
BE IT THEREFORE RESOLVED that the members of WAGS express their sincere appreciation to the individuals who at this meeting so ably represented federal, state and private agencies and other segments of the university community.

VI. *WHEREAS* for the 1970-71 term the Officers and Executive Committee of this ASSOCIATION have served so willingly and well in discharging their responsibilities;
NOW THEREFORE BE IT RESOLVED that the WAGS membership conveys its deep appreciation to each person so serving: Philip M. Rice, President; William J. Burke, President-Elect; George P. Springer, Past President; Albert E. Taylor, Secretary-Treasurer; Wendell Bragonier, Member-at-Large; and Harold F. Ryan, S.J., Member-at-Large.

VII. *WHEREAS* program plans for the 1971 WAGS meeting have reflected usual careful attention to forefront concerns of the Association resulting in the presentation and discussion of topics vital to the work of all graduate deans;
NOW THEREFORE BE IT RESOLVED that WAGS expresses its special appreciation to our Program Chairman, William J. Burke, Arizona State University, also President-Elect of WAGS, for his efforts in this regard.

VIII. *WHEREAS* the panelists in each of their presentations at the 1971 WAGS meeting brought depth of knowledge and care in preparation to produce informative, timely, and challenging panel discussions
NOW THEREFORE BE IT RESOLVED that we express our deep appreciation to the panel chairmen and to the panelists who gave of their time, effort, and insight to contribute to the work of the Association and its members in meeting critical issues facing graduate education.

IX. *WHEREAS* the student panelists brought insight, forthrightness and dedication to their discussions of the plight, needs, and aspirations of graduate assistants
NOW THEREFORE BE IT RESOLVED that we express our sincere appreciation to Maria Carlota Baca and Peter Dill for their participation on the panel on graduate assistants.

X. *WHEREAS* the Committee on Arrangements provided not only a delightful musical program for the Annual Banquet but also diversion for the visiting wives,
NOW THEREFORE BE IT RESOLVED that we express appreciation to Keith Justice, his committee, and the Woodwind Quintet of U. of California, Irvine, for the entertainment they provided;

AND BE IT FURTHER RESOLVED that the members of WAGS express their appreciation to George Springer, Leonard Kent and the writers of papers for the Gustave O. Arlt Festschrift that the organization might, through their efforts, express its great respect and affection for Dean Arlt.

XI. *WHEREAS*, for many years he has served so well the cause of graduate education and ministered so faithfully to needs of graduate deans in WAGS and throughout the United States; and
WHEREAS, he has demonstrated in many ways his complete devotion to the cause of improved graduate education;
NOW THEREFORE BE IT RESOLVED that this Association affirms its high regard for GUSTAVE ARLT as friend, mentor, and model and that we again renew our standing invitation to take up again his life in California.

XII. *WHEREAS* the 1971 WAGS program session on the problems of teaching assistants suggested many areas deserving further study by graduate deans and others;
NOW THEREFORE BE IT RESOLVED that the 1971-72 WAGS Executive Committee move to establish an ad hoc committee to continue the further investigation of current practices and promising innovations with respect to this subject among, but not necessarily limited to, WAGS institutions; and
BE IT FURTHER RESOLVED that the area of investigation be enlarged to include the assistantship as preparation for teaching, research, and administration--not just teaching;
AND BE IT FURTHER RESOLVED that a report of the findings and progress of this committee be made available at the spring 1972 annual WAGS meeting.

XIII. *WHEREAS* this organization is devoted to the development and enhancement of graduate education in the western states, and
WHEREAS such development and enhancement cannot be carried out by faculty and administrators without input and cooperation from graduate students, and
WHEREAS our students are the purpose of and the reason for our academic existence and activities,
NOW BE IT RESOLVED that we encourage the establishment of a Western Association of Graduate Students and foster such an organization,

AND BE IT FURTHER RESOLVED that the Western Association of Graduate Students be invited to meet concurrently with the Western Association of Graduate Schools and that the program be planned to include at least one concurrent session at the annual meetings of the Associations.

XIV. *WHEREAS* the WAGS-WICHE Committee on Graduate Education of Minority Students has initiated a voluntary consortium of at least thirty-seven* WAGS institutions to facilitate the identifying and recruiting of minority students and the exchange of information about available programs and financing,
NOW BE IT THEREFORE RESOLVED that the Committee on Graduate Education of Minority Students be continued for the year 1971-72 with the charge to develop procedures and instruments for the implementation of this consortium and to initiate its activities;
AND BE IT FURTHER RESOLVED that WAGS expresses its appreciation to WICHE for its very substantial contribution in bringing about the consortium.

6. It was moved, seconded and carried to cast a unanimous ballot for election of the following officers of the ASSOCIATION presented by the Executive Committee:

President: William J. Burke, Arizona State University
President-Elect: Charles G. Mayo, University of Southern California
Member-at-Large of the Executive Committee for a two year term to end at the annual meeting March 1973: Phyllis W. Watts, Fresno State College
Member-at-Large of the Executive Committee for one year remaining of a two year term to end at the annual meeting March 1972: Arthur R. Reynolds, University of Northern Colorado

7. The new officers of the ASSOCIATION were duly installed and President William J. Burke received the gavel from Past-President Philip M. Rice.

Meeting adjourned at 1:30 p.m.

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*Other WAGS institutions are invited to contribute.

CONSTITUTION
# of the
WESTERN ASSOCIATION OF GRADUATE SCHOOLS

Article I. NAME

The name of this organization shall be THE WESTERN ASSOCIATION OF GRADUATE SCHOOLS.

Article II. FUNCTIONS

Section 1. *Graduate Study.* The ASSOCIATION shall have as a primary purpose the consideration of mutual problems among the member institutions relating to graduate study and research. It will cooperate with other agencies for this purpose by dissemination of information, improvement of standards, encouragement of research, and assistance to institutions embarking upon graduate programs. The ASSOCIATION shall function in liaison with other national and regional educational bodies and may serve as a representative on graduate affairs for the institutional members.

Section 2. *Academic Standards.* The ASSOCIATION will take continuous interest in the activities of other bodies which concern themselves with the standards of graduate work. The ASSOCIATION shall not assume the role of an accreditation agency.

Section 3. *Special Studies.* Studies in graduate education may be undertaken by the ASSOCIATION upon authorization of the membership or the ASSOCIATION may designate other organizations to conduct studies for it under its supervision.

Section 4. *Binding Actions.* Although the ASSOCIATION may be regarded as a representative and spokesman of its constituent members, no action taken by the ASSOCIATION or any of its representatives is to be regarded as binding upon any institutional member, except for such dues as may be fully approved as provided hereafter.

Article III. MEMBERSHIP AND DUES

Section 1. *Membership*. Membership in the ASSOCIATION shall be by institution.

a. Membership shall consist of institutions in the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming and the Canadian provinces of British Columbia, Alberta, Saskatchewan and Yukon. Institutions to be eligible must have a formally organized administrative unit responsible for work leading to advanced degrees above the baccalaureate in more than one area of academic endeavor, and this work must be regularly available during the academic year. Any eligible institution having regional or professional accredited status by agencies acceptable to the ASSOCIATION, and now offering graduate degrees, may apply for membership.

b. The Executive Committee of this ASSOCIATION shall consider such applications and if its judgment is favorable shall recommend admission to the ASSOCIATION for final action. Membership shall be completed by the payment of the regular institutional dues.

Section 2. *Dues*. Dues shall be collected on an institutional basis. Unless otherwise ordered by the membership at an annual meeting:

a. The dues shall be fifty dollars ($50.00) annually;

b. Dues are payable to the Secretary-Treasurer. (The fiscal year begins July 1 each year.)

Article IV. MEETINGS

Section 1. *Annual Meeting*. There shall be an annual meeting of representatives of the institutional members, to be held at a time and place designated by the Executive Committee.

Section 2. *Special Meetings*. Special meetings may be authorized by the Executive Committee after a poll of the representatives of the members of this ASSOCIATION.

Section 3. *Voting*. Voting shall be by institution. Each institution shall have one vote.

Article V. ORGANIZATION

Section 1. *Powers*. Policy actions or general statements affecting the ASSOCIATION as a whole shall be valid only when approved by a majority of the institutions represented in the regular annual business meeting, or by a majority of the institutions represented responding to a mail ballot. A simple majority of institutional membership shall constitute a quorum. Other powers may be delegated by the representatives as they see fit, except for duties specifically designated hereafter.

Section 2. *Officers*. Newly elected officers shall be installed at the close of the annual business meeting.

a. The President shall be elected at the annual meeting for a term of one year. He shall be responsible for coordinating all functions of the ASSOCIATION, and shall preside at the annual meeting. He shall serve as chairman of the Executive Committee and perform the usual duties of a presiding officer.

b. The President-Elect shall be elected for a period of two years, the first year of which he shall serve as a replacement for the President in the event of the latter's inability to serve, and as President during the second year of his period of office.

c. The Secretary-Treasurer shall be elected for a term of three years at the annual meeting when the previous term expires or is vacated. He shall be responsible for notice of dues, announcement of all meetings, and for conducting mail ballots. He shall collect and disburse all monies of the ASSOCIATION, and keep full and accurate records of such transactions. He shall maintain the official record of institutional membership and the designated representative of each. The Secretary-Treasurer shall be reimbursed for the ordinary and reasonable expenditures involved in carrying out his prescribed duties.

d. The Executive Committee shall make an *ad interim* appointment to fill a vacated office until the next regular meeting of the ASSOCIATION.

Section 3. *Committees.*

a. The Executive Committee shall be composed of six members as follows: the President of the ASSOCIATION, the President-Elect, the Secretary-Treasurer, the immediate Past President and two members-at-large elected at the annual meeting of the ASSOCIATION, and later times when replacements are needed, individuals if necessary, may be elected for one year in order that the terms of the members-at-large may be staggered so that normally one individual will be elected for a two-year term at each annual meeting of the ASSOCIATION. The Executive Committee shall act for the ASSOCIATION between meetings on all but policy or general statement matters which are reserved for the official representatives. It shall act as a nominating committee, a program committee, and in general represent the ASSOCIATION, but the Chair shall call for nominations from the floor prior to election at any regular meeting of the ASSOCIATION. The Executive Committee may authorize minor expenditures incidental to the general functions of the ASSOCIATION and take other actions necessary for the operations of the ASSOCIATION. It shall assume the function of liaison with other professional and educational organizations. With the advice of the Executive Committee, the President may request other representatives to the ASSOCIATION to perform functions relating to local arrangements, the program, etc., as he deems proper.

b. *Ad hoc* committees may be appointed by the President of the ASSOCIATION as necessary, the term of such committees to expire with the term of the appointing President, or with the conclusion of the committee's assignment, whichever occurs first.

Article VI. ADOPTION OF CONSTITUTION AND AMENDMENTS

Section 1. *Adoption.* The Constitution of the ASSOCIATION shall become effective for each institution upon approval by its official representative at the organization meeting or within six months thereafter.

Section 2. *Amendments.* Following adoption of the Constitution, proposed amendments thereto must be submitted in writing to the Executive Committee, and by it be made available for consideration by all member institutions at least two months in advance of a formal vote at the annual meeting. A majority of two-thirds of the member institutions is required to adopt such amendment. In the case of insufficient representation at the annual meeting a subsequent mail vote from all member institutions may be conducted by the Executive Committee.

March, 1971

APPENDIX A--TREASURER'S REPORT

WESTERN ASSOCIATION OF GRADUATE SCHOOLS
Thirteenth Annual Meeting
Newport Beach, California
March 2, 1971

TREASURER'S REPORT AS OF DECEMBER 31, 1970

CASH BALANCE report of December 31, 1969			$1354.91
RECEIPTS:			
1970-71 Dues		$2695.00	
Money collected from meeting		404.30	
Interest on Savings to Dec. 31, 1970		7.40	
			3106.70
TOTAL FUNDS			$4461.61
EXPENDITURES:			
Tape Recorder & Batteries		72.40	
Personal Services		89.00	
Supplies & Postage		55.00	
Printing of invoices for dues		35.36	
Miscellaneous - Reimburse Idaho State University for mailing, printing, envelopes, etc.		75.00	
Annual Meeting:			
Honorarium	$100.00		
Travel expenses for panelists and meal expenses	531.84		
Travel expenses for WAGS President	367.60		
Local Arrangement expenses	34.71		
Transcribing tapes	126.25		
Olympic Hotel	529.41		
Programs for meeting	103.00		
TOTAL MEETING EXPENSES		1792.81	
Travel for Association officers (from September 1969 Exec. Com.)		154.65	
Copyright fee		6.00	
Proceedings:			
Typing & proofreading	133.25		
Printing & binding	461.70		
TOTAL PROCEEDINGS		594.95	
Travel for Association officers (from September 1970 Exec. Com.)		500.10	
TOTAL EXPENSES			3375.27
CASH BALANCE 31 December 1970			$1086.34

Checking Account Balance	$932.17
Savings Account Balance	$154.17